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ABSTRACT

The ideas provided in this document may be used in teaching the language arts in elementary and secondary schools. Some of the many ideas focus on hand-made books, psychological logs (journals), dialogue writing, Shakespeare and Dickens study activities, word matching, fairy tales, writing a book, imaginary worlds, magic, sales talk, impromptu speeches, short-story writing, newspapers and news-reporting activities, descriptive writing, writing autobiography, and the Bible as literature. (JM)

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Potpourri '76

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CS 203 061

Southland Council of Teachers of English

A COLLECTION OF

TEACHING IDEAS

FOR ELEMENTARY

AND SECONDARY SCHOOLS

selected from
SCTE contributions
and the CATE 76
ditto exchange

Names have been listed
where available

Selection: Marilyn Kahl
Lois Plank
Dee Sprague
Bassett High School

Typing: Marilyn Kahl
(with
errata)

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PSYCHOLOGICAL LOGS

Marilyn Kahl, La Puente

Psychological journals are a way of helping students "get it all together." The idea comes from Dr. Ira Progoff, who has been doing this kind of journal therapy for 15 years. The journal is actually a highly structured workbook. Progoff's therapeutic methods, naturally, involve much more than just journal keeping. So please do not take this as capable of curing all the mental ills of mankind. Take it as a method of increasing writing fluency (the structure helps here) and a way of helping the student begin putting his life in focus.

The journal is divided into five main sections: THE PERIOD LOG, THE DAILY LOG, THE DIALOGUE DIMENSION, THE DEPTH DIMENSION, and THE LIFE HISTORY LOG.

Begin with writing in THE PERIOD LOG. This section deals with an event or events within a recent period of time which strongly influences the way we see the present. It could be a new job, a death, a new relationship.

Then go to THE LIFE HISTORY LOG. Make a section called STEPPINGSTONES in which students enter the 8-11 most meaningful turning points in their lives. These may change in importance as time goes on. Make another section in which the writer explores one of the Steppingstones in depth; call this section INTERSECTION--a crucial point in life during which one made a choice of some kind. "You explore the roads taken and the roads not taken," Progoff says.

THE DAILY LOG is just that--a descriptive, nonanalytic record, not so much of the outward events of the day involving the journal keeper, but in so far as possible the inward response to that event.

In THE DIALOGUE DIMENSION the writer dialogues with a person, his work, society, his body, someone who is in a position to help or advise him. Dialogue means just what it says, a literal exchange between writer and some one(thing) else.

THE DEPTH DIMENSION of the journal is made up essentially of a dream log and an imagery and meditation section called OPEN MOMENT. In OPEN MOMENT, the student addresses himself to his future.

"What the journal actually does," Progoff says," is recreate the three main processes involved in the creation of a work of art. It dredges up raw material, it reaches a deep, unconscious symbolic level of the mind where the raw material begins to ferment and take on meaning, and finally, it 'dialogues' with the material, which is exactly what the novelist does with his characters in the act of creating the novel."

★ ★ ★

ALLITERATION Think of an animal. What letter does your animal begin with? Write a couple of sentences about your animal using as many words as you can that begin with the same letter as the name of your animal does. Write your beginning letter on the paper, draw your animal from that letter. Now copy your sentence.

THE SLIMY, SLINKY SNAKE SLITHERED SLOWLY DOWN TO THE SILVERY, SILENT SAND.

HAND-MADE BOOKS

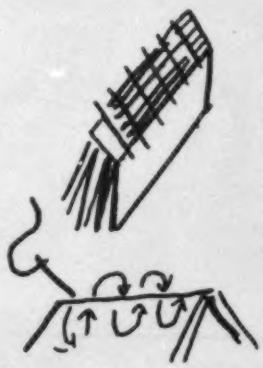
A. Norville, Oakland

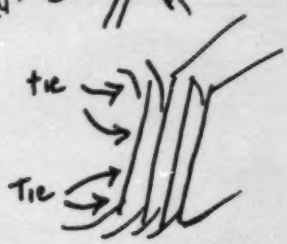
Materials:

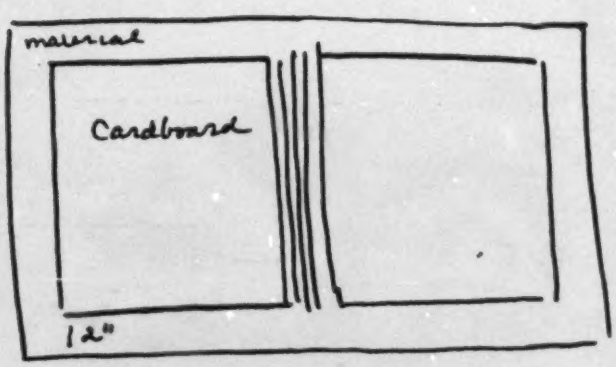
scissors 8 1/2 x 11 and 8 1/2 x 13 paper cardboard white glue
upholstery needles heavy twine cotton material ditto/mimeo paper

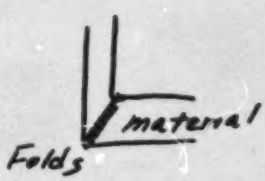
Binding technique:

1. Take 3 sheets of paper to make one sheaf. Fold in half. Make as many sheafs as you need, being careful to leave enough pages in front and back for pasting to cover and giving credits (copyright, title, dedication)
2. When you have all the sheafs, folded and placed next to one another, draw six equidistant lines across back (spine) so that dots will show on the spine of each sheaf.
3. Poke holes through each dot and completely through all sheets.
4. Thread needle with twine which is approx. 3" longer that sheaf length. Sew through each sheaf, thus.
5. Then sheafs are tied together with the ends of the strings, and center strings are tied off. Take small strings to tie middle of sheafs together.
6. Then count pages. Page 1 is stuck to inside of cover, pages 2 and 3 are blank (dedications, etc) If you use only the right hand side of the paper, color which might run will not mess up the rest of the book. Last page is stuck to back cover.
7. After book is drawn, written and colored, cut out two cardboard covers and a spine slightly wider than the backs of the sheafs. Cut board 1" larger than pages.
8. Cut material 2" wider and longer than cardboard and spine.
9. Fold material diagonally up over cardboard at corners so that it makes a square corner when all sides are folded down. Glue each piece as you fold. Inside book corners should look mitered.
10. Take tied sheafs, paste edges and tied folds to spine, which is also glued, on other side, to material.
11. Paste page 1 to front cover, covering material. Paste back page to back cover. Let dry, with a book holding it in place. --Voila! Instant hand made book!









dialogue writing

Assignment: Write a dialogue between two or more characters out of the fifties. Use as many fifties slang words and references as possible.

Ex.

"Hey, daddy-o, flake off!" said Joe Cool.

"Don't talk to me like that, young man," retorted Mr. Peepers. "I am the principal of the school, and I deserve more respect and better English."

"Sure, Dad,: said Joe, "I'll start working on my English tomorrow."

"Isn't tomorrow a little late?" queried Mr. Peepers. "Good language begins in the crib."

"Hey, Peeps, thanks for the idea! I'll use a crib tomorrow in my English test," laughed Joe over his shoulder as he catted his way down the hall.

Directions: Write your dialogue combining the two elements below

1. Choose two or more characters from this list:

Member/leader/ gang moll of The Vultures Gang
President/member of the Fabian Fan club
Patty Poodleskirt, cheerleader
Joe Supersuave, star athlete, big man on campus
Jane or Dick Myope, super square
Shy girl or shy guy
Up and coming Beatnik, Allen Grinsberg
Soda jerk
**or make up your own characters
Frankie Hanky, teen singing idol
Hotrod Harry, mechanic par excellence
teacher
parent
Harry or Harriet Cleancut, Ivy Leaguer
Murphy Surfie, surfing king

2. Choose a situation:

going steady
Fabian comes to town
a phone conversation
trying to figure out what to do on Friday night
a brewing rumble
being "grounded"
stuffing a telephone booth
spilling a milkshake on expensive tuck and roll upholstery in a hotrod
**or make up your own situation

WHO SNOOPED ON THE SNOOP SISTERS? Dave Ferguson, Weaverville

Eavesdropping can not only be exciting but it also can be used to learn realistic dialogue writing. People do not always speak in good, grammatically correct sentences. Learning to write conversation is important if we are to create a variety of characterizations. So go out today and snoop! Snoop for at least three minutes worth of actual gossip (conversation)

SYSTEMATIC SNOOPING

Now that you are an expert snooper, you should be able to use your imagination in creating your own dialogue. This time, write dialogue as a playwright would. You can build on any dramatic situation, or use one of those suggested. Dialogue should be at least two minutes in duration.

Two soldiers preparing to go on guard duty. A cleaning woman talking with the doorman of a large office building. A blond bombshell asking directions from a vampire on a stormy night. A mother trying to buy a size 8 prom dress for her size 12 daughter. A policeman giving the heavyweight champ a traffic ticket. An international diamond thief conversing with a young thief on the pro's last job. A shuffle board game at Sun City. Someone's first day in kindergarten. A shy guy encouraged to propose by a most insistent girl.

dialogue writing

Kathy Heath, Anaheim

Directions: Choose a partner to work with. Compose a dialogue of ten sentences suing either complex, compound, or complex-compound sentence structure. Each person in the dialogue may use only one type of sentence structure in which to speak. Each dialogue must have a title.

Example: "The Night Out"

Characters: Kathy (complex) and Frank (compound)

Kathy: Frank, I would like to know when you are going to take me out to dinner.

Frank: I will not only take you out to dinner, but I will take you to a show afterward.

Kathy: Wow! When you're that generous I begin to suspect something fishy.

Frank: Look, you want to go out to dinner and I want to take you.

Kathy: Yes, but why are you who are usually so penny-pinching suddenly the big spender.

Frank: Listen, do you want to go out or do you want to stay home.

Kathy: You don't need to get nasty just because I asked a simple question.

Frank: I am not getting nasty, but I may get mad soon.

Kathy: Okay, tell me where we're going for dinner.

Frank: We'll go to MacDonald's for dinner and then we'll hit that "fifty cent a seat" theater in Anaheim!

☆☆

Grant Devenny, Arcata

You're in the 67th story of a burning building. Your mother is on the phone. Your last words are.....

You're in a balloon and it springs a leak. As you fall toward the earth, you think....

You're on the first spaceship landing on the moon. As you step onto the moon, you turn on your radio and say....

You make a mechanical man out of nuts and bolts. His first words are.....

You feed your cat a special food that converts hsi meows to words. He says...

You dive to the bottom of the ocean. You find a little man sitting in a chair. His first words are....

★★

Students are gypsy fortune tellers in a circus. They look into their crystal balls and tell what one of the members of the class is doing in ten years.

Shakespeare

Kay Sanders, Los Angeles

A culminating activity ...Walking with William Shakespeare

To the student:

You must decide: do you wish to write a letter to a friend or do you wish to use a personal entry-into-your-journal form. Regardless of which you select, there are some specifics you must include. They may be in any sequence you choose.

NOW° Close your eyes if necessary, but put yourself back in time. You are in London and you have just crossed the Thames for you are on your way to the Globe Theatre and a performance of "Julius Caesar." Is it possible you are an actor and a member of the repertory company? What part will you play today? How do you feel? Are you excited about your part? What problems face you on stage? Or, are you a member of the audience? Are you a groundling or a member of the wealthy class? How are you dressed? Where will you sit? Why are you drawn to the Globe?

Specifics to include:

1. Date and time of the performance
2. How did you get to the Thames River and the boat? (What sights and sounds did you experience along the way on the streets of London?
3. Describe the Globe Theatre and its setting.
4. Comment upon the play and plot. (What actually happened? Who was the tragic hero you were most sympathetic to?
5. React to the violence, blood-letting, and use of chance happenings and omens.
6. Do you think it should be seen again? why?
7. Add any details, facts, statements, reactions, etc. that will help to "see" the conclusion we have made that Shakespeare was "truly a man that was a man."

Sister Maureen O'Sullivan, Red Bluff

Sometimes we do not realize how important a minor character can be to a total play. Analyze the function of either the nurse or the friar in"Romeo and Juliet." Brainstorm the following areas before you begin to write:

1. How does this person advance the plot? First, go through each act of the entire play, scene by scene, noting the chief happenings. List them by scenes. Then ask yourself what part the character had in this action? Don't forget to consider that the nurse/friar might actually slow the action.
2. How does this person reveal character? Examine his/her words, pet names for Romeo, Juliet, Paris, others; note his/her reactions to these characters, advice to the young couple. What does the character tell us, directly or indirectly, about relationships in the play, especially those between parent and child.
3. What does this person tell you about the setting of the play--its time and place in history? What social or church systems and customs are revealed by his/her presence? In other words, does the presence and actions of this character depict accepted (or unaccepted) views, mores, rituals of a given social time or climate?
4. How does this person underscore the theme of the play? What assertion about life is the playwright making. (Make sure you do some serious thinking and some critical reading on theme first.) Then, ask yourself if the character's actions, words, either directly or indirectly dictate, hint, or support the theme.

You are cordially invited to attend dinner at the White House on...

The following presidents will be giving a dinner party. You choose the date in history. You will sign up for the one you want to work on. Girls must sign up for two parties, boys for one. (Girls will be given extra credit for working on two)

George Washington — *Andrew Jackson*
James Polk — *Abraham Lincoln*

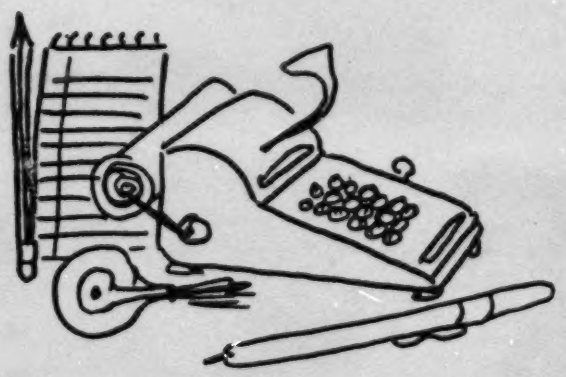
The event will include the following:

1. *The invitation* — This must be delivered at least two weeks prior to the dinner party
2. *The menu*
3. *The guest list* — Each person on the committee will assume the role of an historical figure who may have attended such a function. The invitations that you will make will be given to the rest of the class (make a separate invitation for each person), assigning each the role of a person from that period in history whom the President may have invited.
4. *Fashions* — Sketches or pictures will suffice
5. *Entertainment* — a. Music. May be described by a member of the group
   b. A selection of literature from that time period will be read to the dinner guests
6. *Dinner conversation* — This must be topical and as accurate as possible. Areas that may be discussed at dinner are business, education, religion, military, politics, etc.
7. *At least one additional item must be included, such a flag displayed for that period, a description or a drawing of the furniture, or whatever ideas you may have.*

Tina Lewis, Sherman Oaks

THE EIGHT PARTS OF SPEECH

All names of persons, places, things,
Are nouns, as Caesar, Rome and kings.
Pronouns are used in place of nouns:
I think; she sings; they work; he frowns.
Next we have verbs which tell
Of action, being, and state as well,
To work, to be, achieve and curb--
Each of these is called a verb.
When the kind you wish to state,
Use an adjective, as great
But if of amnners you would tell
Use adverbs, such as slowly, well.
To find an adverb, this test try:
Ask, "How?" "When?" "Where?" "Why?"
Prepositions show relation
As with respect, or in our nation.
Conjunctions as their name implies
Are joining words; they are the ties
That bind together day and night,
Calm but cold, dull or bright.
The interjections show surprise,
As Oh! Ah me! How wise!
Thus briefly does this jingle state
The parts of speech, which total eight.



Skip Nicholson, Burbank

STUDY GUIDE FORM

NOVEL OR PLAY TITLE

MAJOR CHARACTER	MAJOR CHARACTER	MINOR CHARACTER	MINOR CHARACTER	MINOR CHARACTER
First appearance				As the play now-a-day, there as a character in play. Tries with mother can outta Depressed
General description				Unhappy-feels trapped, caught between his love for his family and he get out
Type of character				Round-basically static (autobiographical?
Changes in character				More (finally makes a decision but not real depth of character.)
Main Actions				Vacillates - tries to placate Mother. Brings Jim home - finally quit job & leaves home
Description as the work ends				Merchant seaman haunted by Laura

Students keep this sheet, adding to it as they read a novel or play. They begin their entries as a character is introduced, noting his name across the top of one of the columns and the general description of the circumatances of his introduction, his age, his general condition--anything that matters. A General Description is added later, after the author has had a chance to develop the character. His type will depend on the "types" of characters the teacher introduces--flat, round, universal, stereotyped, etc. The last three rows are self explanatory.

The sheet makes good material for later themes on character or for general review of a work. The first row has been filled in with a student's responses for Tom in "The Glass Menagerie." Entries are, of course, generally subjective, and are given here as illustrative only.

study guide form *Skip Nicholson, Burbank*

TITLE OF STORY	
PRECIS: *STUDENT FILLS IN A PRECIS OF THE STORY LINE*	VOCABULARY *TEACHER supplies words for study or has students indicate words they have learned from the story*

NOTES: *The TEACHER supplies, or has students research background notes--historical notes on the story's period, the geography of the story's setting, notes on the author's biography--any background the teacher feels will contribute to the students' understanding and enjoyment of the story.*

MAJOR CHARACTERS: *The STUDENTS supply one-sentence characterizations of the storys' major characters*

SETTING: *The STUDENTS fill in the setting of the story, including the geography, historical period, social climate, times of day or night--any elements of setting that affect the story's meaning*

LITERARY ELEMENTS: *The TEACHER supplies or elicits from the students information on the literary element(s) he is stressing in the story. Students take notes on the discussion of the elements chosen: conflict, reversal, irony, sumbols, tone, imagery, point of view, theme, etc.*

EVALUATION: *The STUDENT fills in his subjective judgment of the story after the discussions have been concluded.*

ADVANTAGES OF THE FORM: At the end of the unit, the student
has a complete resume of all the stories to use as a test review
has a fairly extensive guide to the elements of short fiction
has had experience writing concise, accurate precis
has had experience taking notes from lecture and discussion
can use other students' forms for comparison and makeup
can use a set of forms for individualized contract work.

Dickens

Sister Maureen O'Sullivan, Red Bluff

How many times have you been assigned a critical paper on a novel without any hints on how to begin? Here's a strategy for Transgression in Great Expectations.

Section I: Probing questions to get specifics
Section II: Strategy for writing each specific
Section III: Check list

Step I. Choose one character in this novel. I suggest either Pip, Miss Haversham, or Estella. Brain storm on the following questions:

SECTION I:

I. Nature of the major transgression
   a. What is it? (Betrayal of love, friendship, human heart?)
   b. Against whom? (God, man, nature?)
   c. What is the specific act--how does he/she accomplisg it?
   d. Is this the act of a whole society or an isolated act on the part of a person?

II Motivation
   a. What caused the person to transgress?
      1. Once hurt?
      2. Jealous?
      3. Wants power?
      4. Greedy? etc.
   b. How does the person achieve the deed?
      1. Weapon(s)? (What traits or talents?)
      2. Range--how extensive? How many persons physically, morally, and spiritually hurt?
      3. His (her) thoughts? Words? Deeds?

IIIConsequences of the transgression
   a. What events take place as a result of the original transgression?
   b. How are persons changes or affected? What acts result?
   c. What results occur to person doing the transgression?
      1. Thoughts?
      2. Words?
      3. Deeds?
   d. Note: ask yourself--has the person's original transgression (against God or another man or against nature) affected the person himself? Has he thereby committed a transgression against himself?

IV How character faces the consequences of his (her) transgression
   a. His thoughts--new insights when he realizes? Does he argue that he was not responsible?
   b. His words--negative or positive reaction?
   c. His actions--does he do anything as a result of recognizing his transgression? Negative action? Positive?

V To what degree is the person guilty of his(her) transgression?
   a. From the beginning does the person feel like he/she is doing something wrong?
   b. Is the person unaware? (until later) Was person emotionally balanced? Hard childhood? Any other factors cause the later acts?
   c. Does the person realize the extent of the consequences of the act?
   d. Does he/she feel guilt gradually in the novel or does he/she avoid confronting this reality by some other act? (Example--does the character refuse to give time and sympathy to another, and then cover up the offense by buying a gift for that person)

e. Are the elements of serious guilt present?
   1. Serious matter
   2. Full knowledge
   3. Full consent of the will

f. How guilty is person? Black and white answer? Do you soften your final answer?

SECTION II:

1. After you have drawn a conclusion especially on section I (nature) and V (degree of guilt), you should be able to clarify your theses (controlling idea) in a simple declarative sentence.
2. Actually the major section of brain storm can constitute the main sections or paragraphs of your paper.
3. Write an introduction which ends with your theses sentence.
4. Prove your thesis by 5-8 specifics. To weave in every specific, use the four-point procedure:
   a. Give the situation or point in the play (After Pip had gone to London to be educated...)
   b. Lead into the quote (He scorns his former friends, saying ")
   c. Quote, giving the page of quote. (Page 14)
   d. Comment or clarify how quote reinforces your point. (Obviously Pip is already becoming intolerant of the awkwardness of Joe G.....)

SECTION III:

Last reminders:

1. Do not overquote, rather paraphrase and zero in on only that part of the quote which proves your point.
2. Your quotes should be selected so as to represent the entire novel--not merely one or two chapters.
3. Misspelling?
4. Fragments? Runons?

WORD MATCH

Dorothy Cleveland, Tustin

Materials--Five to 10 sets of 3x5 cards, Each set consisting of 10 cards; five have vocabulary words on them, five have the definitions for those words.

Divide the students into teams of five people. Teams sit in vertical rows. The instructor places one vocabulary card and one definition card face down on each student's desk. Since cards are in sets, the correct definition for a student's vocabulary word is somewhere in his own row. When the instructor says,"Go!" the students may look at their cards. If vocabulary word and definition do not go together, student passes the definition card back to the person behind him. Each student checks each definition card as it is passed back to him. When he finds the right definition for his original vocabulary card, he keeps it. Meanwhile he continues to pass back any other definition cards that come to him.

The last person in the row may run to the front of the row with extra definition cards as they are passed to him. When all students in a row have the correct definition cards to go with their vocabulary cards, they all raise their hands. Students read vocabulary cards and definitions out loud for the rest of the class to check. If correct, that team receives five points. Keep score. High team gets reward.

(Idea from April Olsen in Anaheim)

FAIRY TALES

Marilyn Kahl, La Puente

After a study of fairy tales, the archetypes and elements of literary art found within the tales, and logicality or illogicality of the tales themselves (as viewed by an adult), this spoof by Robert C. Benchley provides a good way to see whether students can find elements "borrowed" from one faity tale to another.

MILGRIG AND THE THREE WILFS

Once upon a time there was a little girl named MIlgrig, believe it or not. She lived in the middle of a deep dark forest with her three ugly sisters and their husbands, who were charcoal burners. Every night the three ugly sisters used to take little Milgrig and pull out a strand of her golden hair, so that by the time she was 13 years old she looked something awful. And after the three sisters had pulled out her hair, their three husbands (I forgot to tell you that the three husbands were even uglier than the three sisters and much nastier) would stick pins into little Milgrig until she looked like a war map.

One night when little Milgrig was so full of pins that she couldn't see straight, a fairy prince came riding up to the door of the charcoal burners' hut and asked if he had lost his way.

"How should I know?" replied the oldest sister, who was uglier than all the rest. "What was your way?"

"My way was to the king's castle," replied the prince, "and I must get there before midnight, for my father is torturing my mother with red-hot irons."

"Your father sounds like a good egg," replied the oldest husband, who was uglier than all the rest. "We must ask him down some night."

The prince, however, did not think that this was very funny and asked if little Milgrig might not be allowed to show him the way to the castle.

The ugly husbands and sisters, thinking that Milgrig would not know the way and would get the prince lost in the forest, agreed heartily to this suggestion, and the pins were pulled out of Milgrig to make it possible for her wo walk.

"Good luck and a happy landing!" they all called out after the two young people as they set forth on their perilous journey.

But the prince was no fool, and knew his way through the forest as well as you or I do (better, I'll wager), and he took little Milgrig to the palace just as fast as his palfrey could carry him.

She wasn't particularly crazy about going, but a prince is a prince, and she knew enough to keep her mouth shut.

When they reached the palace and the prince found that his father had already killed his mother, he turned to little Milgrig and said, "Now you are the queen."

At this, little Milgrig was very pleased and immediately dispatched messengers to the charcoal burners' hut, where the three ugly sisters and three still uglier brothers-in-law were burned alive in a slow fire. Little Milgrig and the prince, happy in thie termination to their little affair, lived happily ever after.

And so now, my readers, you must toddle off to bed, for we have had an evening with the happy, happy story tellers of an earlier day and have had a vacation, for one night at least, from the drab, unpleasant sordidness of present-day writing.

RED RIDING HOOD

projects

1. Create your own newspaper using Little Red Riding Hood as the theme of the paper. You should include a news story, advertisements, a want ad, and an editorial. (Other ideas, a sports section, a DEar Abby, a society page)
2. Write, in dialogue form, a press interview with one of the characters. Either act this out or put the interview on tape. Ex. an interview with the wolf telling his side of the story.

3. Write a scene from the story and make it into a preview for the movie version of the story. Remember to make it sensational and exciting.
4. Rewrite the story, using another point of view. Ex. the wolf's
5. Make up commercials or ads for products suggested by the story, including pictures of some kind. Ex: woodsman's axe, Grandma's nightgowns
6. Rewrite the story with a change in plot, like having Red Riding Hood and the wolf become a team, or having the woodsman against grandmother
7. Rewrite the story using any other kind of language, hip talk, very formal talk,
8. Change the setting of the story, putting it in a commune, a city, etc.
9. Write a sequel to the story, like the Return of Little Red Riding Hood. Try to make it a different situation than the original story.
10. Write a poem or a limerick about the story.
11. Draw a cartoon and write a caption for it.
12. Write a couple of original jokes based on the story.

WRITE A BOOK

Ruth Levenson, Castro Valley

You are now going to author a children's book.
You will need to decide:

What age group? Pre-school picture, beginning to read, easy to read (books 2nd to 4th graders can read by themselves), or books aimed at an older audience

Type of book? ABC variety, a do-it-yourself (ex. cookbook) in an original format, fantasy, instruction (introduction to marine life, a sport, a musical instrument, etc.), poetry, story with a moral, jokes and riddles, Bible stories

What you need to do:

Study current children's books--all types
Plan appropriate illustrations. Author and artist may work as a team.
Plan and construct a colorful and durable cover and binding
Obtain ink pens, watercolors, acrylics, or other materials for illustration
Study page layout in current books as well as types of lettering

What you will find helpful:

Analyze ten books according to the following categories:

Types of books; lengths of books
Lesson or information presented
Kinds of illustrations
X factor--what attracted you to the book? What would make a child select the book or what would influence an adult in selecting the book as a gift

Borrow a child for a few hours and read aloud to him or her. Share your ten books with him and summarize his preferences and dislikes.
Interview a children's librarian in the local library
Construct a dummy copy with paste-up illustrations.

Imaginary Worlds

Jane Wakenberg, Piedmont

A writing unit based on Richard Murphy's book Imaginary Worlds: notes on a new curriculum. Before each writing assignment, related stories and articles were read, and ideas were discussed.

Assignment 1: Describe your journey to your imaginary world. Tell how you arrived there and what you saw. Use specific detail, and reveal your reactions to this experience. (length one page)

Assignment 2: Choose one

A. Write a story describing your first day in your imaginary world. What did you see? What did you do? What did the "people" look like? Use specific details and dialogue if appropriate. (length one page)

B. Describe a typical day in the life of an inhabitant of your imaginary world. Does this "person" have a family? What does s/he do for work and recreation? Where does this "person" live? (length one page)

Assignment 3: Choose one

A. Write about a school in your imaginary world. What is it like? What subjects are taught? Describe the school's appearance. (Hint: Consider how your imaginary school might differ from this one) (length one page)

B. Create an imaginary government for your world. Tell who is in charge and how s/he rules. How is order maintained? What kinds of laws have been passed? (length one page)

C. Tell about an imaginary war fought with imaginary weapons. Why did the conflict occur? What factions were involved? What was the outcome? (length one page)

Assignment 4: We have discusses some of the problems, such as pollution and overpopulation, that our world faces as we approach the year 2000. What particular problem exists in your world? In correct outline form, describe the problem as well as possible solutions. Use the following skeleton outline as a guide.

Title

I. Problem
   - A. Description
   - B. Past history
   - C. Present status

II. Possible solution
   - A. First step
   - B. Second step
     1. Detail
     2. Detail

III. Possible obstacle to solution
   - A. First obstacle
   - B. Second obstacle
   - C. Third obstacle
     1. Detail
     2. Detail

Assignment 5: Create and draw a picture of one of the following items. Then write a one-paragraph description giving additional information

A. An imaginary flower

B. An imaginary animal

C. An imaginary food

Assignment 6: Select any two fo the following creative projects. Your drawings may be any size but should be in color. Grading for effort not artistic talent.

A. Draw a picture of a typical "person" in your imaginary world

B. Draw a map of your imaginary world

C. Create and draw a flag for your world, or make one out of fabric
D. Draw a picture to illustrate assignment 1 or 2
E. Make a model of a house or other building in your world
F. Create your own project. (teacher approval needed before you begin)

Assignment 7: Read a science fiction or a fantasy book, and then fill out the reading review sheet. You may read more than one book.

Assignment 8: Look up the words on your vocabulary sheet. Write out the definitions and write a sentence, correctly using each word. Be sure that your sentence shows you understand the meaning of the word.

Words: artificial automation communication democracy doomsday environment fantasy immortality megalopolis progress science fiction survival technology tyranny utopia

★★★

OTHER FANTASY WRITING PROJECTS

Design and describe a means of transportation that could be used in a fantasy world. (e.g. a pair of roller skates that cna fly) Go into detail on how this method of transport operates, how it looks, how it was invented. Draw an ad for it.

Write a fantasy story to explain something in nature, why it rains, why the sun rises, etc.

You are a spaceman from antoher planet who has just landed on earth. Write about what you see on earth from the point of view of that person...EARTH is the fantasy land!

Write a fantasy story or fairy tale for a young child. Illustrate it if you wish.

Imagine a world in which the children are the parents and the parents are the children. Write a fantasy story about this unlikely event. How do the children get in power? What changes come about in the world? Is it better? Worse? Why?

Write and produce a fantasy play, radio show, puppet show, or shadow box play. Include any unbelievable creatures you wish.

☆☆

INSECT STORY (Kafka inspired) Rosamund Lee

You awaken in the morning to discover that you have turned into an insect (not a spider or a butterfly). You are flat on your back in bed with all 6 legs over you. You are the size you really are. You can think and feel normally, but you cannot talk, you can only do those things physically which the insect you pick can do. Carry the story to a logical conclusion.

Guidelines: When you awaken, how do you realize you are not you, but a giant insect? How do you manage to get out of bed? Who in your family discovers you? How do they react? How do you get them to realize (if they do) that you are really you? What do you eat? What does your family do about this situation? How do you communicate with others, or do you?

If students cannot come up with a conclusion on their own, you might suggest--going away into a desert, being hunted down by angry townspeople, being placed in a zoo or scientific lab, the discovery of a vaccine which turns you back into you.

BOOK REPORTS

Dorothy Cleveland, Tustin

Our first book report will be audio-visual. By that I mean it will be oral (no more than 3 minutes) and you will use a visual aid. You may use notes in your oral presentation if you need to; however, you should not read it. The object is to interest us in your book so that we will all want to read it! Don't summarize the book; tell us about the most exciting parts or what you liked most. Your personal reaction to the book should be the stimulus for your book report.

SUGGESTIONS FOR VISUAL AIDS

1. Make a poster to advertise your book, but avoid just painting the name of the book on poster board. You might want to draw your conception of the plot or you might want to sketch in some of the characters. You may use cut-out pictures from magazines or other sources that you think look as much as possible like the character you are trying to portray.
2. Make a wire and string mobile showing the characters and their personalities, important scenes from the book, etc. Include captions for a better understanding of the mobile theme.
3. Paint a mural of the story in segments or simply paint one exciting segment from the book. Use butcher paper or several poster boards fastened together.
4. Make a picture book of the most important events in the book. Short captions should be included for better understanding.
5. Make a map showing where the story took place. The book should be conducive to this type of project and labels are required. Flour, sugar, and water maps are very effective.
6. Make a collage out of tissue paper, magazines, and pictures, showing the main plot of the story.
7. Draw transparencies of several of the main exciting scenes in the book, using felt pens. There should be at least five to do it effectively. (Ask me, and I will lend you some)

Original ideas are encouraged, but they must be approved by the teacher beforehand.

Bettye Grelling, El Monte

To vary responses on book reviews, make a card file of questions under several categories. Students should choose one or more questions from each category to guise reports.

THEME 1. Do you agree with the theme? For you, is the statement meaningful? Does it give you an insight into human behavior? Are you more understanding of human nature because of it. Do you feel the theme is a significant one or a frivolous one?

A. In one sentence state the theme of the novel. A theme says something about a topic; topic and theme are not synonymous.

PHILOSOPHY 2. What generalizations does the above novel make about life? Do they agree with your personal philosophy? Does your own experience show them to be true or false? Specifically, what personal criticism do you have of the author's work?

PLOT 3. Is the plot credible? Is there enough suspense, excitement, interest to keep you reading? Are you concerned about the outcome of the story?

A. What is the basic plot? Summarize it in a paragraph? Is there a subplot? More than one? What does the subplot contribute to the basic plot?

B. Plot: the situation or story itself; what is happening between the characters.

CHARACTERS 4. Do you identify with the characters? Are you personally involved with their problems. Does it make a difference to you that the hero is rewarded and the villain punished? At the conclusion of the novel, do you want to know what will happen to the characters in the future?

A. Who are the main characters? What personality traits distinguish them? Are the characters believable? Who are the important minor characters? What purpose do they serve? (To provide humor, suspense, highlight a chief character's faults?)

SETTING 5. Are the setting and time factors sufficiently limited? Does the story shift so often in space and time that you are confused or irritated? If actual settings are used, ate they factually correct? In a historical setting are the events handled with truth? What are the setting and time of the novel? What reasons are there for change? How effective is the author's use of time and setting? The location of the story; the physical, spiritual, supernatural, or extraterrestrial background. Setting is determined by the physical (real or imaginary) site, the time period, and the general environment of the story (lower class, high society, religious, etc.)

STYLE 6. Does the style enrich your reading pleasure by the imaginative use of specific details, interesting images, rich vocabulary, well-turned phrases, variety in sentence structure, and new symbols? Are you annoyed by any stylistic tricks--unusual punctuation, irregular spelling, lack of paragraphing, obscure vocabulary, typography? What is the structure of the novel? State it in a sentence. Is it confusing? How effective is it? If the point of view changes, why does it? What are the main characteristics of the author's style? List the specific devices of the author's technique--sentence length, diction, use of figurative language, etc.

SYMBOLS 7. The devices that stand for themselves and at the same time for something else, something deeper and more meaningful. Does the author use a central symbol in his work? A series of symbols? What does he intend to mean? What are the major symbols of the novel? For what do they stand? Are they successful devices?

TITLE 8. What does the title mean? What significant clues does the tiele give to the meaning of the story? Is the title successfully related to one of the aspects of the novel? its theme? plot development? setting? What is the significance of the title? How is it related to the novel? Does it have meaning in terms of the novel's theme?

POINT OF VIEW 9. Is the point of view consistent with the development of the novel? Would you have chosen another person through whom to tell the story? Does the point of view shift too often? Are you able to tell who is the narrator?

CONFLICT 10. Is the conflict of the novel substantial enough to justify the author's writing at such length? Might the conflict be better handles in a short story or a novella? Are there so many conflicts that the main character must be superhuman in order to deal with them? Can you determine the basic conflict of the main character?

The conflict is the struggle that grows out of the interplay between two opposed forces, example, the hero and the villain. Often the conflict is internal, two elements in the character of a man struggle for mastery. External conflict occurs when a character struggles against another character or against an element outside himself, such as nature. Frequantly, of course, a novel combines both kinds of conflict.

OTHER POSSIBLE CATEGORIES: Tone and Appreciation

WHADDYA MEAN "GOT?"

Good strong verbs are inportant in writing. In this practice exercise, use a good variety of verba. Use only a single word (verb) in each instance; do not reconstruct the sentence and so not use any substitute verb more than once--that is, select a different one for each sentence, to replace the capitalized word or phrase.

1. _____ He GOT UP at seven.
2. _____ He GOT his own breakfast.
3. _____ He GOT molasses on his vest.
4. _____ He GOT TO the office ten minutes late.
5. _____ He GOT a reprimand from the boss.
6. _____ He GOT to brooding over it.
7. _____ He GOT the ill will of his fellow workers.
8. _____ He tried to GET what they were saying about him.
9. _____ He GOT behind in his work.
10. _____ He tried to GET some of the other clerks to help him.
11. _____ He could not GET any help.
12. _____ He GOT ready to go out at noon.
13. _____ He GOT a light lunch.
14. _____ He couldn't afford to GET an expensive meal.
15. _____ He GOT a cold from sitting in a draft.
16. _____ He GOT BACK to work feeling miserable.
17. _____ He wished he could GET another job.
18. _____ He couldn't GET ALONG on his present pay.
19. _____ He wanted to GET more money.
20. _____ He GOT no satisfaction from his present work.
21. _____ He longed to GET AWAY from the drudgery of it.
22. _____ He tried to GET UP enough courage to resign.
23. _____ He decided, first, to GET a better education.
24. _____ He GOT some books from the library.
25. _____ He wasn't able to GET anything from them.
26. _____ He couldn't GET his mind on them.
27. _____ He couldn't GET what they were all about.
28. _____ He GOT more and more discouraged.
29. _____ He GOT to drinking.
30. _____ He GOT into debt.
31. _____ Someone GOT him to buy a lottery ticket.
32. _____ He GOT a big prize.
33. _____ He celebrated by GETTING drunk.
34. _____ On his way home he GOT run over.
35. _____ Thus we GET to the end of our sad story.

★ ★ ★

A CHANGING POINT OF VIEW

Write what each of the witnesses says in the following situations. Try to have what is said reveal something about the character of the speaker.

1. Two teenage girls go into a store together. After a few minutes a store detective apprehends one of the girls for shoplifting. She may or may not be guilty. Witnesses:
   a. Her friend who didn't know she was shoplifting
   b. a lady shopper
   c. the store detective
2. A boy beats up a smaller boy in a fight on the school playground. Witnesses:

a. a student who watched
b. a teacher
c. the smaller boy's mother
d. the bigger boy's girlfriend

3. A unicorn eats grass in a park. Nearby is a KEEP OFF THE GRASS sign. Witnesses:
   a. a boy on his way to school
   b. a robin
   c. a daffodil
   d. a cloud

4. A boy and his girlfriend are sitting in a theater watching a movie. Two boys come in and sit behind them and start making fun of them and kicking the backs of their seats. Witnesses:
   a. an usher
   b. the girl
   c. a man sitting nearby
   d. one of the two boys

RAISIN IN THE SUN

Essay selections

1. Discuss the dreams of all the main characters. How are they similar and how different? How do the Youngers survive when some of their dreams become dispelled?
2. In what ways do the Youngers illustrate the family institution at its very best? In what ways do they point up its weaknesses?
3. How does the play reflect the meaning of the Langston Hughes poem which prefaces it?

   What happens to a dream deferred?
   Does it dry up
   Like a raisin in the sun?
   Or fester like a sore--
   And then run?
   Does it stink like rotten meat?
   Or crust and sugar over--
   Like a syrupy sweet?

   Maybe it just sags
   Like a heavy load.

   Or does it explode?

4. Write a narrative essay on an event in your life when one of your dreams exploded.
5. Relate a personal incident either as a member of a minority group or with a member of a minority group which gave you some new insights.
6. Write a poem on the theme of Raisin in the Sun
7. Interview a person in an ethnic group different from yours and write a report on his/her struggles and experiences.

SPEECH

PANTOMIMES to be done in pairs, no props, no talking Howard Yager, Culver City

1. Barber cuts hair of wriggling boy
2. Doctor and patient
3. Mailman and lady of the house
4. Grocery clerk and customer
5. Cowboy tries to rope wild horse
6. Carpenter and his assistant
7. Taxi driver and customer
8. Dancer and awkward partner
9. Swimming instructor and student
10. Pedestrian asks directions of policeman
11. Sprinter and track coach
12. Lion tamer and ferocious lion
13. Mother teaches her daughter to cook
14. Pianist and singer
15. Bank teller and customer
16. Lady tries to escape angry bee
17. Tightrope walker and spectator
18. Baseball pitcher and catcher
19. Boss dictates letter to secretary
20. Father tries to soothe crying baby
21. Driving teacher and student driver
22. Fisherman tries to catch cautious fish
23. Play director shows students how to act
24. Man tries to teach dog to shake hands
25. Man wants to borrow money from reluctant banker
26. Young man wants girl to accept his marriage proposal
27. Son wants his father's help with homework
28. Salesman wants to sell vacuum cleaner
29. Mother wants child to practice for his music lesson
30. Backseat driver tries to command actual driver
31. Frantic man wants firemen to save his home
32. Employee wants raise from employer
33. Woman orders a fancy style from hairdresser
34. Sergeant wants soldier to march properly
35. Lawyer wants to persuade judge
36. Child wants his mother to buy candy
37. Customer wants to buy a car at a lower price
38. Motorist tries to talk policeman out of a traffic ticket
39. Wife wants tired husband to fix leaky faucet

SITUATIONS The scene is a lost and found department at the police station. People enter and try to describe (in pantomime) the item they have lost. Try to find various actions to describe the article, rather than just one obvious action.

1. Toy balloon
2. canoe
3. railroad ticket
4. dog collar
5. blanket
6. flashlight
7. anchor
8. flute
9. can of sardines
10. door hinge
11. baby's bottle
12. bowl with goldfish
13. mask
14. puppet
15. flag
16. television antenna
17. pet goat
18. penny
19. towel
20. thermometer
21. mirror
22. postage stamp
23. clock
24. auto tire
25. cash register
26. beehive
27. motorcycle
28. block of ice
29. skateboard
30. radio

IDEAS FOR A SKIT

1. Passengers on a plane
2. Various activities at the beach
3. A group of friends say goodbye to a friend leaving for a vacation
4. A photographer trying to get a group to look pretty for a photo
5. An interview with a famous, stuck-up movie star
6. A group of friends at the zoo (imaginary animals)
7. A group of friends playing a game (any game)
8. A gypsy pantomiming someone's fortune
9. A friend asks a friend for help with his homework
10. Shoppers at a market
11. Show and tell time in an elementary class
12. The cashier in a restaurant
13. In the museum
14. At a gas station where they try to sell you everything--even what you don't need/want
15. The beauty shop with a beautician who knows nothing about it all
16. Several people reading a newspaper together

MAGIC ☐

Magic Number — Gabrielle Rosenman, Millikan High

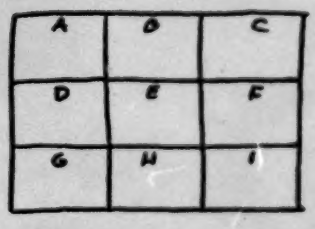
Directions: Select from column B the number that fills in the blank from column A
Place your number in the box of the letter it answers
If your answers are correct, they will form a magic square. The total of the numbers will be the same across and down, to form a magic number

COLUMN A

A. The general idea of a paragraph is stated in____
B. The topic sentence is developed by_____
C. A topic sentence and its supporting ideas form_____
D. The topic sentence usually comes at_____
E. The topic sentence summarizes the paragraph when it comes at_____
F. A poor topic sentence is often_____
G. A topic sentence should express the controlling idea_____
H. When the topic sentence is at the beginning of paragraph, it_____
I. The topic sentence will not be supported by all if the ideas in the paragraph if it is_____

COLUMN B

1. Too narrow
2. The beginning of the paragraph
3. Supporting ideas
4. The end of the paragraph
5. A paragraph
6. Clearly and exactly
7. The topic sentence
8. Tells the reader what the rest of the paragraph is about
9. Too broad



MAGIC NUMBER ☐

SALES TALK

Speech project Mrs. Redenbach

How to do it: You will attempt to sell an item or a product to a large group of consumers, in this case the class. To do this you must stimulate an interest in your product. Remember you are trying to make the consumer part with his money.
The item you are trying to sell should have wide appeal to your audience. They will later help to determine how successful you are, at least so far as sales is concerned. You may choose to sell a product that is already being marketed or you may create a brand new product of your own. Be careful though. You will have to include answers of all kinds for your sophisticated consumers. A list of things you should include are:

1. Give a friendly introduction, stating your pleasure in meeting the audience. Be sincere. Believe in your product. This makes it easier to sell.
2. Present information about yourself and your product:
   a. Who are you?
   b. What position do you hold?
   c. How long have you been with this company?
   d. How did you choose to work for this particular company?
   e. What is the name of the company?
   f. How old is it?
   g. Is it a nationwide organization?
   h. Is it financially sound?
   i. Is it reliable?
   j. Does it stand behind its products?
   k. Does it guarantee its products?
   l. Does it quibble over an adjustment if the customer asks for one?
   m. Does it have a large dealer organization?
   n. Can you get parts and repairs quickly if these are needed?
   o. Does the company plan to stay in business?
   p. Does it test all of its products before placing them on the market?
   q. Is it constantly improving its products?
   r. How large is its business?
   s. What special recommendations does the company have?

Of course, it may not be necessary to answer all of these questions, however, many of them will have to be answered by giving information which establishes you as a reputable firm.

3. Now that you have laid the groundwork, you are ready to show and explain the goods you have for sale. The nature of the article you are selling will determine how you will do this. Probably, the first thing you will do is explain the nature of your product; that is, tell what it is for. Next you will explain and demonstrate how it operates. In doing this, be sure to play up its advantages, its special features, new improvements, economy of operation, dependability, beauty, ease of handling, etc. Give enough detail to be clear but not so much as to confuse your listeners.
4. At this point you have established yourself, your company, and you have explained and demonstrated your product. Your next step will require careful analysis of your audience. This is done to show how your product will benefit them: you must know their wants and needs and let them see vividly how your product satisfies these wants and needs.
5. The last step:
   a. How may they buy it?
   b. Where?
   c. When?
   d. Who sells it, if you carry only samples?
   e. How much does it cost?
   f. Do you sell on the installment plan?

g. What are the carrying charges?
h. How much do you require as a down payment?
i. How many months are allowed in paying for the item?

6. At this point in your speech, several things will happen. First, you will have been teacher-graded on the regular speaking areas we have used throughout the year. You need to be sure to follow those guidelines to goos public speaking and improve on areas you need to as an individual.
7. Second, you will have an opportunity to actually sell your product to the class.
8. Each class member will have $500.00 to spend. Your items must cost no more than $25. Each student may buy as many of your items as s/he wishes. They must be wise buyers, however, because they might miss out on a great buy if they use up all their money too soon.
When the speeches are over, you can tally up your sales and we will determine the super sales project and person by how many items you sold.
9. Extra credit points will be given by the dollar values you have accumulated.
REMEMBER, IF YOU CHARGE A REASONABLE PRICE YOU MIGHT SELL MORE IN THE LONG RUN!

IMPROMPTU

An impromptu speech is merely a speech given on the spur of the moment. The impromptu speech, however, is one of the most valuable tools in developing the art of successful speech communication.
To refine this skill, the following activities are suggested.
ACTIVITY: The I was topics are written on cards; each student draws a card. The student may use any creative or original means of communication to present the topic.
TOPICE:

I was on top of a high mountain...
I was alone in the desert without food or water...
I was alone on a life raft in the middle of the ocean...
I was the first astronaut on Mars...
I was lost in a dark cave...
I was alone in a haunted house...
I was a Hollywood stunt performer...
I was president of the student body...
I was a famous soul singer...
I was the leader of a prominent rock group...
I was a famous scuba diver...
I was a basketball super star...
I was voted the best dressed student on campus...
I was the world heavyweight champ...
I was caught in a hurricane...
I was walking down a dark alley...
I was grabbed from behind while walking down a lonely street...
I was the only witness to a robbery...
I was a famous lawyer...
I was a champion pole vaulter...
I was the winner of the Indianapolis 500...
I was a famous movie star...
I was a millionaire...
I was president of the United States...
I was the leader of the Women's Liberation...
I was a famous author...
I was alone in the house...
I was the chief of police...
I was a champion motorcycle rider...
Student's choice

What's my line?

Larry Bowen, Lompoc

A student will think of an occupation and write it on a 3x5 card, so that only the student and the teacher know what the occupation is. Then students in the class ask that student a series of questions. Each student is entitled to one question (however, the limit is 20 questions). It is best to have questions asked in a specific order, for example, by numbering off students. This way, there is far less confusion than just hit or miss questioning. A student who can't think of a question says "pass" and the next student has his/her turn.
The class has a total of 3 guesses as to occupation, so these should be used wisely. Guesses do not count as questions.
The occupation must be oen that exists and that most students may at least know about. A clue should be given at the beginning of each series of questions as to the general field of work, example: Helicopter pilot clue might be "this is primarily an outdoor job." Don't give it away by giving too easy a clue, such as "this job has to do with flying aircraft."
Try to fool the class by picking a job remote from the interests of a particular student.
There are many variations on this game, but this one works very well. It can be done for a whole class period, or for 10-15 minutes at the end of a period when basic work has been completed.

Town meeting

Larry Bowen, Lompoc

Pick a controversial topic of current interest to students within the town or city in which they reside and set up a town meeting or hearing to air the problem. Ex. The Exxon Oil Company has discovered that there is a large oil deposit beneath the land where our largest city park is erected. They have offered the town $1,000,000 plus 10¢ on each barrel of oil pumped from the wells over the next 100 years.
Students in the class are then assigned roles of townspeople, such as Mayor, Councilman, Councilwoman, Motel owner, dentist, ecologist, Exxon oil engineer, Exxon Oil service station manager, restaurant owner, banker, school principal, resident living across street from present park, resident who recently moved from Santa Barbara (whose problems rose from oil spills), liquor store owner, supermarket owner, minister, etc.
Each student is to speak for/against the question at the hearing concerning this proposed sale--as the person they are pretending to be would speak.
Students should be evaluated on how effective they are in portraying the role of the person they are to be and courteous behavior in the course of the hearing and constructive ideas proposed concerning this problem.
It is a good idea to choose the best student in the class as the mayor, since he or she will have to guide the discussion and keep the meeting in order at all times.
The final vote should be made by the members of the city council, after hearing all the arguments for and against the proposal.
For a lively discussion by students in your class, this really works.

★ ★ ★

ART RECIPES FROM YOUR KITCHEN
FINGER PAINT

1 cup corn starch
2 quarts boiling water
approximately 1 1/2 cups cold water
1 cup Lux soap or 2 tablespoons glycerin
dry tempera

Mix corn starch in cold water. Pour boiling water in, stirring constantly. Cook

Mix corn starch in cold water. Pour boiling water in, stirring constantly. Cook until thick and transparent. Add Lux flakes, stir until dissolved. For color, add tempera, stir in well. Pastel colors do not turn out well.

PASTE

1 cup sugar
1 tablespoon alum
1 quart cold water
2 cups flour

Cook over low heat until thick as starch. Stir constantly. A drop or two of mint may be added ot make it smell good.

UNCOOKED PLAY DOUGH

1 cup salt
3 cups flour
1/2 cup water
powdered paint or food coloring

Mix all together

COOKED PLAY DOUGH

1/4 cup cornstarch (blend with cold water)
5 cups flour
2 cups boiling water
1/2 cup salt

Pour hot mixture into cold--Cook in double boiler until clear. Knead flour in until right consistency, adding color with flour. Keep in air-tight jar.

Cathy Bisson, Lompoc

First, have students read "Rip Van Winkle."
After discussion, have students pretend that they are writing to a person who has been asleep for 50 years. (Note the increase from 20 years). Have them select a modern convenience which did not exist 50 years ago. They will need, first of all, to tell where this item would be located in the house. Next, they need to describe it thoroughly so that this person would be able to identify it on sight. Finally, they should give detailed, step by step directions on how a person would go about using this device.
Suggestions--telephone, television, hair dryer, toilet, steam iron, electric blanket, waffle iron, etc.

UNUSUAL PLACE NAMES

Trudy Nunn, Nevada

Choose one of the following and create a story about how it received its name.

Double Trouble, New Jersey
Rough and Ready, California
Polka Dot, Ohio
Sleepy Eye, Minnesota
Wounded Knee, South Dakota
Beardstown, Illinois
Braintree, Massachusetts
Sandwich, Massachusetts
Red Cloud, Nebraska
Hot Coffee, Mississippi
Last Chance, Colorado
Dollarville, Michigan
Marked Tree, Indiana
Tell City, Indiana
Buzzard's Bay, Massachusetts

SHORT STORY WRITING

Getting Ideas

Usually the best short stories are based on something the author really knows about or on his real life. Then the author adds to it to make a good story.
DIRECTIONS: The questions below are to help you get ideas for things and people you know about that might be the basis for your story. Try to answer each one.

I. Ideas

A. Family

1. Is there anyone in your family rather nice, weird, terrible enough to be the main character in a story? If so, who and why?
2. What funny or happy day or event with your family can you remember that might be in a short story?
3. What horrible or sad day or event with your family might be the basis for a short story?

B. Friends or people you know

1. Which of your friends is kind, nutty, funny enough to be in a story?
2. Which of your enemies is weird or bad enough to be in a story?
3. Which people--adults, teenagers, children--that you know have led exciting, strange, awful lives and might be in a story?
4. Was there any time when a friend and you were in a situation that tested whether you were true friends or would cop out on each other? If so, what happened?

C. School

1. a. What's the most embarrassing or awful thing you can remember happening in school that might go in the plot of a short story?
   b. What's the funniest or best thing or person you can remember in school?
2. Which of your teachers was great or mean or weird enough to be in your story?
3. Most stories have conflicts (some kind of struggles) in them. What are two conflicts you've had with someone (thing) in school?
4. What's the most dramatic moment you can remember in any extra-curricular activity? Sports, clubs, etc.

D. Travel

1. What are some places you've lived? They could be a setting for a story.
2. What places have you gone on a vacation or trip? They might work.
3. What place that you've seen would be a good setting for a murder mystery? A love story? A sports story?

E. Work

1. What jobs have you done?

F. Emotional experiences

1. What kind of activity or experiences make you most happy?
2. Is there someone you've really liked or loved that could be in a story?

WHAT TO WRITE A SHORT STORY ABOUT

II Now that you've answered these, go back over your answers and put an asterisk* next to any of the items that you might want to write about, that might be made into a story.

III Now go back over the items starred (*) and narrow them down to three possibilities, the three that you are most interested in or which you think would turn out the best.

IV Now write in below the one topic that you want to start writing about. (You can always change it later)

V These kinds of topics generally make the most genuine short stories. But if none of the ideas suggested here really appeals to you, see the teacher for some ideas for topics.

SHORT STORY WRITING

Organizing before writing

Fill in on the basis of what you know now. Of course, some things may change as you actually write. If so, change this sheet too.

Directions: Complete the checklist below in writing before beginning. Do it in any order you wish, but complete it, please, before you begin your rough draft.

1. The short story will be fiction, as all stories are. Will yours be entirely fiction or based on some actual experiences or persons?
2. Plot
   a. What do you think the climax (high point and most important decision of the protagonist (s) will be, approximately?
   b. What will the conflict in the story be about?
   c. What do you think the one or two or three important KEY scenes will be in the story? (These are the scenes to be described vividly, step by step, rather than just told about briefly by the narrator)
3. Character
   a. Why do you think your protagonist (s) will be? describe briefly.
   b. Who or what do you think your antagonist (s) will be? describe briefly.
4. Point of view
   a. Who will be telling the story (an outside narrator, a character in the story, etc.)? Will it be first person (narrator is a character in the story) or third person (narrator isn't in the story but is telling it as an outsider?
   b. Will your narrator be omniscient (be able to tell the reader the characters' inner feelings, like a god, without being told or finding out in an ordinary way) or will it be limited (a normal human being who knows only what the characters tell him or he finds out in a normal way)?
5. Theme or purpose
   a. If you want your story to make a point or bring out some moral or message about life, what will that theme be?
   b. If you do not think your story will have an actual theme, what will its purpose be? That is, what do you want it to show--what is your purpose in writing it? (Example, to make fun of..., to reveal an unforgettable character, to terrify the reader, to show what courage under pressure is, to show how weird life in the future might be, etc.)
6. Outline

   Outlining the main plot incidents on paper before you begin writing might be a very good idea. It would let you know is you know where the story is going. If you do an outline, turn it in with this sheet and your rough and final drafts.

   An outline works for some writers; other writers cannot use one. Therefore, an outline is not a requirement. It would probably be easier to make an outline than not to, so you don't get halfway into the story and not know where to go next. But it is not required.

BICENTENNIAL IDEAS

REWRITE THE NATIONAL ANTHEM — Barbara Smith, El Cerrito

Read the first stanza of the Star Spangled Banner. Think about the subjects and symbols it mentions and the language used to describe them. Rewrite the national anthem according to what you feel the official national song of the US should say today. Your poem need not follow the form, style, or tone of The Star-Spangled Banner. You may suggest or invent a tune to accompany the poem. Don't forget to title your new national anthem.

Alternative assignment: Write apoem commemorating the Bicentennial year. You may choose any subject you wish (ecology, politics, history, recent events, social values, etc.). Suggest or invent a tune to accompany your poem.

WRITING ASSIGNMENTS (after having done a research paper on the Declaration of Independence) — Sister Angela Mary, Tiburon

1. America speaks today telling of her many happy memories since 1776. (You are the Voice of America)
2. You are Thomas Jefferson and you have completed the final draft of the Declaration. Write a letter to Ben Franklin commenting on it and how you feel about it.
3. Write a front page report for "The Rebel" newspaper in which you describe one of the major battles of the Revolutionary War.
4. Rewrite appropriate sections of the Declaration updating them to the needs of today.
5. You are a young revolutionary trying to get your countrymen interested in the cause. Write a speech in which you appeal to the patriotism of the listeners.
6. Write an acrostic using a word that you think typifies the spirit of this period. You must use phrases or sentences (words are insufficient).

THE NEW WORLD from a bicentennial unit, The New World — Sister Miriam Anne, Tiburon

1. Write a short story "Plymouth Rock speaks." Tell what you saw and heard when the Pilgrims landed.
2. Write a legend or tell tale on how one of the following was named: Bunker Hill Bull Run Pennsylvania Philadelphia Plymouth Rock Appalachia Let your imagination run overtime: Think of the syllables in the words-- What do they suggest? What do they mean?
3. You are a young wife setting up a home in the colonies. Write a letter to your sister in England describing your experiences.
4. Draw lightly in pencil, the outline of some symbol of the period--Pilgrim's hat, Mayflower, colonial house, Indian headdress, tomahawk, etc. Inside the shape, and filling it, write words that speak to you of the characteristics, hopes, difficulties and spirit of the people of this time. Use colors. Erase outline.
5. You have discovered ancient and primitive drawings in the ruins of an Indian settlement which tell the story of the arrival of the white man. Reproduce them. Use a small sheet of construction paper cut in half vertically and joined at the shortest edge.

the Boston Observer

Marilyn Burghdorf (adapted from Jeanne Wright) La Crescenta

Based on Johnny Tremain — a four-page student edition

FRONT PAGE

A. At least two news articles of national interest. Use events that were mentioned in the book., but do library research so that you will be able to give a complete and factual account.

B. At least one article of local interest. Use JT for the basic information for this article, but add details you have obtained from research.

C. A detailed map of one of the following.
   1. Boston in the 1770s
   2. The Colonies in the 1770s
   3. The British Empire in the 1770s
   4. Boston and the surrounding areas in the 1770s

EDITORIAL PAGE

A. At least one editorial on political attitudes, written from the Whig point of view

B. One letter to the editor, written by a Tory

C. A political cartoon with a caption

BUSINESS PAGE

A. Stock report of at least three stocks that might have existed at the time

B. Classified ad section including: (1) lost and found (2) homes for rent or sale (3) help wanted (4) animals or livestock for sale (5) merchandise for sale. Remember to use items appropriate to the times. This selection will require research.

C. Advertising by at least two of the local craftsmen such as: weavers, cabinet makers, peddlers, hatters, schoolmasters, wigmakers, glassblowers, potters, papermakers, silversmiths, butchers, candlemakers, netmenders, etc. Books on many of these subjects can be found in the library.

FEATURE PAGE

A. Fashion article, either men's or women's fashions

B/ Crossword puzzle using at least 15 of our vocabulary words

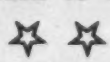
C. Choice of one: Wedding notice, birth announcement, obituary. Use a JT character for this section.

D. Choice of one: recipe, horoscope, advice letter (Dear Abigail), comic strip, or calendar of entertainment. Remember to make your subject appropriate to the revolutionary period.

E. Feature articles on two of the local citizens--their lives, interestsm opinions, etc. Use characters from JT.

F. Feature article on the author, Esther Forbes. This may be written like a book review of the author and her prize-winning novel, Johnny Tremain.

If you have empty spaces, use fillers. You may continue an article from one page to another. You may type if your typing is neat and accurate. Otherwise, write neatly or print in blue or black ink. Articles must be appropriate to the period and in keeping with the Whig attitude of the Boston Observer (the letter to the editor is an exception to this). For fillers, you may use Benjamin Franklin's sayings.



MORE BICENTENNIAL IDEAS — Barbara Sloan, Piedmont

Compile a cookbook of famous American recipes

Research and write a report about changes in toys in American history

Write a report on various theater forms in American history, such as melodrama, vaudeville, minstrel shows, etc.

Write a school curriculum for colonial students, compare it with modern curricula.

Find out about almanacs and make up one for the class

Find out about city and rural life in colonial America, Compare how people lived then and how they live today.

news

Rosamund M. Lee

Have each student list 5 characters, including brief descriptions of each, who would be good to have in a story. Then have each student list five objects, also described, which would be good.

In the meantime, you have written on the board the setting (your favorite period from American history) and specify the locale eith enough description that those students who have never been there can visualize the area. Remind them that characters and objects have to be appropriate to the setting.

When they're ready, have the lists of Who and What exchanged. They're generally upset, excitably so, but do well with the assignment.

Plot ideas can be thrown out, or controlled, as you prefer, such as:

1. There has been a murder, and one of the objects is the murder weapon with one of the characters as the murderer.
2. These five persons and these five objects have been found, all that is left of a shipwreck off the coast (pick an uninhabited area)
3. Two characters want control of the area, and several objects help them prove their right to do so.

Now write the newsstory!

NEWS HUNT

1. Where do you find short statements of all the most important news in the paper?
2. How can you tell the business and the sports section from the rest of the paper?
3. Where are the front page articles continued?
4. What do you think is the most important news on the front page? Where is it? How did the paper let you know it was the most important news?
5. Find the index on the front page. What page do you find the comics on, the deaths, the entertainment:
6. Pick any news article and answer the following questions
   Title of the article?
   Who wrote the article?
   What page is it on?
   What is it about in one sentence?
7. Find the name of an advertisement and write the name of the product. Which words are the darkest in the ad?
8. What is the name of the paper itself? How much does it cost?
9. What is on channel 5 at 5:30 pm? What page did you find it on?
10. Read the caption under any picture. Pick three words that you don't know and see if you can guess their meaning. Write your guess, and then look them up in the dictionary and see if you were right.
11. If you wanted to buy or sell a car, what page would you look for?
12. If you were looking for a job, on which page would you look?
13. Find an article that you think is mostly written for women
14. See if you can find any article about San Francisco or Chinatown. What is the title and which page is it on?
15. Read the astrology column. What do all the horoscopes have in common?
16. Read the Ann Landers or Dear Abby column. What kind of mental picture do you get of people who write in to her? What kind of picture do you get of the columnist herself?
17. Where are the letters to the editor? How much space is devoted to these in comparison to the space devoted to the editorials?
18. How many of the front page articles are news service and how many are written by reporters on the paper itself? What does this tell you about the paper?

newspaper

Composition Topics

1. Study leads of news articles. Then write a paragraph or ministory using one of the following types of leads.
   Summary--The pilot and 42 passengers were killed last night when a liner crashed.
   Punch--Don't walk under a ladder. Bill Jones found this disastrous when the ladder fell on him and landed him in the hospital with a broken leg.
   Quotation--"The best yet," commented a member of the audience as he viewed "Midsummer Night's Dream" at Central Park last night.
   Picture--Thunder, lightning, dashing rain, and twisting wind hampered the work of rescue workers at Churchill Downs.
   Question--Was it worth it? Two teenage boys___flirted with death last night in a race with police officers on Highway 120.
   Background--Here Daniel Boone broke a wilderness trail. Over the same trail this weekend followed one hundred weary Boy Scouts.
   Astonishing--A frog in your soup! Today Billy Jones of this city found just that.
2. Write letters based upon information found in the newspaper, such as job applications, teenage problems, congratulations, condolence, letters to editor
3. Compare the pattern for the news story with that of a short story. Write a report of a short story in newspaper style.
   news story: headline, lead, climax, details
   short story: title, introduction, details, conclusion
4. Choose a familiar fable or nursery rhyme and re-write it in one of the following styles.
   news story feature editorial obituary
5. Have each student cut out a newspaper picture. Have students write down five different words that describe that picture. Have the students use the words in five sentences that describe the picture.
6. Remove captions from pictures. Have students write their own captions and then compare them to the originals.
7. Select a variety of headlines. Have the students pick a headline and write a short news story to accompany it. Be sure to stress the 5 Ws.

super story

Katy Brown, Broderick

The first part of a story is called the LEAD because it leads into the story. The lead will have the answer to one or more of the following: Who? What? Why? Where? When? and How? These five Ws and the H are the basic elements of every lead.

Not everyone knows it, but Clark Kent had a ghost writer--you! Below are some of the facts Clark Kent jotted down on the scene of a robbery. The facts are not in any sort of order. Your assignment is to write a story from the facts before the deadline at the end of the period. The proofreader is a grouch today, so minimize errors.

Robbery at Sumitono Bank, Main Branch, Lower Moosejaw, [illegible]ska, 11:20 a.m. Thursday April 1, 1976. Robber wore ski mask, red. Teller Sarah Johnson got note saying, "This is a hold up. Give me all your money." S.J.'s phone number 362-4360. Robber was 5'9" medium build. S.J. saw gun in man's pocket. Robber spoke with a lisp as he said," Seems like you can never make enough payments on a station wagon." S.J. gave the man $11,000 in a brown paper bag. Robber walked with a limp. He drove off in a blue (Ford?) station wagon. License number XXX123.

(Note to my ghost writer: If you know anything further to liven up the story, feel free to add some more. I must be off now to stop a speeding train...er, to check out a story about Superman stopping a speeding train. Clark)

Descriptive Writing

WERE YOU EVER IN THE BLACK?

Imagine you are taking a walk in a cave. It is so dark in there that you can't see anything. You have to use your hands to feel, your nose to smell, your ears to hear. Write a description about your walk in the cave.

Use your imagination and all you know about comparisons to discover familiar things in the Black Cave.

You creep along the dark cave with your hand against the wall to steady yourself. Suddenly your hand touches something flat and slimy. What is it like?

You hear something fall in front of you. There is a sound of a splash. What do you think it is like?

A musty smell strikes your nose. It is so strong that it almost hurts. What is the strongest smell you know?

You hear a small cry and a scuffling sound. What does this remind you of?

Your hand drops into a big crack in the cave wall. Your fingers touch something soft. What is it like?

Your foot steps on something big and wriggly. What thing in the kitchen is it like?

You look up and see daylight ahead. It is the mouth of the cave. When have you felt the same way?

NOW. Write a new story about your walk. Build on what you have thought of in the answers to these questions. Use comparisons from your own experience.

THE TINY SAILOR

I. The box of toys is at the city dump. Mr. Frog is very excited. He sees the toy boat. He wants it. He asks the ants to help him move it. They carry it to the pond. He is ready to ask Miss Mouse to go sailing with him. He is proud of his new sailboat.

a. Write the story putting in three sentences of your own at the end of the story. Tell why he is proud of his new sailboat. A sentence should have more than six words.

b. Write the story putting in three sentences after the word dump. Tell some interesting things about the dump.

II. TOO WINDY FOR SAILING

Mr. Frog wants to go sailing. He wants his friends to go with him. He asks Colonel Beau Weevil and Miss Ladybug to take a ride on his boat. They say it is too windy. He asks Mr. Worm to join him. Mr. Worm thinks it is too windy, too. He asks Miss Mouse. Miss Mouse says yes.

a. Write the story putting two or three sentences of your own at the end of the story. Tell why Miss Mouse says yes.

b. Write the story as if you were a fortune teller. Your story would begin: Mr. Frog will go sailing. He will want his friends to go with him. He will ask...

III. AFRAID OF THE POND

Mr. Worm will not go sailing. He is afraid of the pond. Many big fish live there. Fish like to eat worms. He tells Mr. Frog and Miss Mouse not to go. He says that a big, hungry fish will eat a frog or mouse, too. He says that his uncle was eaten by a big fish. Mr. Frog doesn't listen to him.

a. Write the story taking out the word <u>big</u> and putting in the word <u>enormous</u>.

b. Write the story putting in <u>Although</u> and some words of your own before the words <u>He is</u>. Be sure to use this mark to change the <u>H</u> in the word <u>he</u>. Also put in the word <u>Although</u> and some words of your own before the words <u>Mr. Frog doesn't</u>.

WRITING WITH A POINT OF VIEW AND A PURPOSE — Susan Latter, Newhall

Choose one of the objects below. Read your four different purposes for describing each. Choose one of the purposes. In a paragraph (100 words or more) write an appropriate description. Choose words that suit the situation. Consider carefully the audience named in each situation.

I. A red convertible foreign sports car...
   a. As it would be described in a police all-points bulletin for a stolen car
   b. As it would be described by a car salesman to a possible buyer
   c. As it would be described by a hopeful teenager to his over-protective wealthy grandmother
   d. As it would be described by an older brother who has always driven a large American sedan

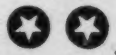
II. A roller skating rink...
   a. As it would be described to a club adviser as the ideal place for a club party
   b. As it would be described to a reluctant friend who only likes to go to places to dance
   c. As it would be described by the renter who just moved out of the apartment upstairs above the rink
   d. As it would be described to a possible renter of the vacant apartment above the rink by the landlord

WANTED! SIMON SLEDGE

Begin the lesson by bringing in a Wanted poster (authentic or homemade). Get a discussion going about the character in the picture. Move the discussion into ideas for descriptive words about the character. List on the board in columns as students suggest words.

EYES	NOSE	HAIR
blue-green	bulbous	silky
red, etc.	straight	stringy
shady	thin	frizzy
glowing	pugged	maccaroni
twinkling	twitching	dirty

When students have put up all the ideas they want, have them describe in a paragraph their idea of a wanted poster character. As a follow up, have students draw a caricature of the desperado.



QUICKIES.....TO BE WRITTEN FROM MEMORY

1. Describe the cover of your math book
2. Describe the dishes from which you ate your most recent meal
3. What color are the curtains or drapes in your living room? If they are patterned, what is the design?
4. How much money do you have in your pocket, wallet, purse, right now?
5. Write down, as nearly as possible, the last thing your English teacher said before you began this questionnaire
6. Describe the color, taste, label of the tube of toothpaste you use
7. Describe the clothing of the teacher you had in your last class. If this is your first class, describe the clothing of the teacher in your last class yesterday.
8. Describe the contents of any poster hanging anywhere in the school, with the exception of the room you are in now

comic cutups

Isabel Berry, Rio Vista

Collect favorite comic strips and mount on construction paper, one per page. Punch and bind into a booklet. The pupil is to choose a strip and read it. He then will write a sequel to the story. Or a different version of the story. He may even tell the story as a composition.

One favorite strip is the Sunday "charmers" strip. These are mounted, one at the top of each page, on 12x18 construction paper, then bound into a booklet. Below each strip is a suggestion for creative writing.

> Ex. A charmer might feature a child who does a favor for someone, with emphasis on how good it makes one feel. The suggestion might say, "Why is it good to help others? Have you ever done a favor for someone? What was it? How did it make you feel? Tell about it."

Choose strips from daily comics, such as Peanuts. Collect enough to have one per child, taking care to select those that can be put in sequence fairly easily. Cut each strip apart and put the separated pictures for each strip in separate envelopes, or clip together in separate piles. Give each child a large piece of construction paper, a set of pictures, glue, paper, pencil. He is to reassemble his mixedup set of pictures to tell the story in sequence. A change in sequence is allowed if the outcome of the story remains the same. He now mounts the pictures in sequence on his paper at the top. He writes his story about the strip and mounts it below the pictures.

a hoarse of a different collar

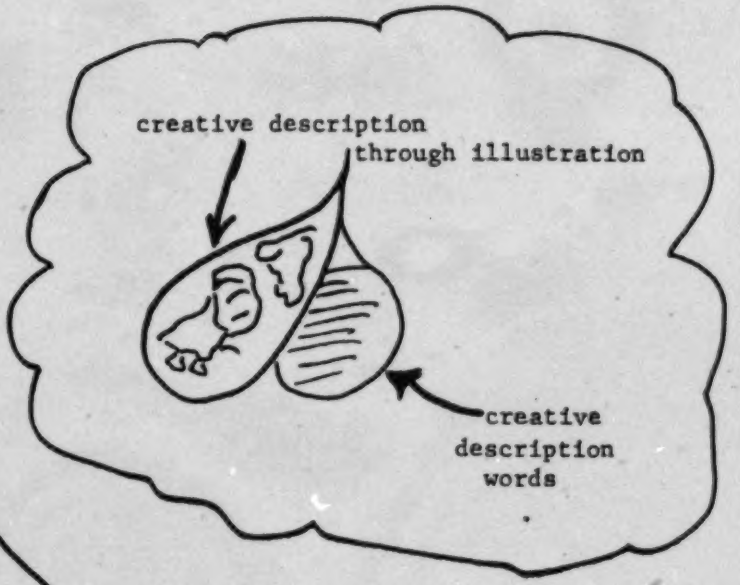
We live in a psychedelic age, right? A world composed of light shows, wild new fashions and crazy colors. It's certainly not fair to load down a bouncy new color with a heavy old name. If a color is going to be different, it ought to have a light and and different label. After all, who wants old goo on a new hue?

The Eagle Shirtmakers of Quakertown, Pa., faced that problem by running a contest and asking people to suggest new names for colors. The response was terrific. But, of course, a colorful new era needs all the colorful names it can get. How about thinking up some new colors for the list? Read the list in a loud voice to get in the mood. This will make you a hoarse of a different color.

Gar Beige	Charlie Brown
World Cerise	Medi Ochre
Goodclean Fawn	Bringemback Olive
Forseeable Fuschia	Com Pewter
Mason Dixon Lime	Vida Blue
Common Gold	Tuckered Out Plum
Prematurely Gray	Rest in Puce
Willie Maise	Tanks Vermillion
Antiestablish Mint	Room at the Taupe
Go-Easy-on-the Mustard	Unsafe Topaz
Blind Date Lemon	LandDown Umber

Enter the contest! Write your names for new shades. (give prizes!!)

This creative writing assignment might accompany an art project where children's imagination and sense awareness have been aroused.



I am a raindrop

Hang your raindrop stories all over the room to make your own rainshower indoors

Patti Brandstatt
Paradise

Books, Art

Make a marker for a book. Cut a light-colored piece of construction paper 8x2". Take one of the following catchy statements and brightly letter it across the 2" width. Then in 30-40 words tell about your book.

I dare you to read
Bored? Try reading
Nothing to do this weekend? Then I suggest you read
Take my advice, read
It's new! It's different! It's
Want to improve your ? Then read
I like it. You will too. Read
Best book of the year!

Two people read the same book. Each writes 20 questions about the book without consulting the other. They quiz each other orally.

Take any three of the following superlatives and make each the first word of a paragraph. Write in the style of a Hollywood reviewer, telling about the book.

first-rate	honest	dramatic	intriguing
superb	entertaining	genuine	lasting
enlightening	authentic	generous	forceful
astonishing	distinguished	inspirational	ambitious
amazing	exciting	compulsive	realistic
invaluable	revolutionary	captivating	remarkable

★ ★ ★

ARTISTIC STANDARDS ASSIGNMENT — Ron Martin, Newhall

How many times has a friend asked you if a certain story, song, movie, was good? What was your immediate response? Did you ever say, "What do you mean by good?" You probably didn't, but that is what this assignment is all about.

Choose some art work--a painting, a song, a story, a sculpture, a play. It does not have to be well known. It could be your own creation. Next--ant this is most important--you are to establish what your standards or criteria are for judging this category of art. (Standards for judging a poem are obviously different from those for judging a song or painting.) Finally, you compare your art work against your standards. In other words, you evaluate it.

Your composition will consist of an introduction, a body and a conclusion. In the introduction you identify your art work and explain your standards in general. The body of the composition will consist of your detailed evaluation of your selection. That is, what makes this work "good" or bad?" For your conclusion, you should formulate a succinct statement of your evaluation. In other words, how does this work live up to your standards?

You will be called upon to display your selection, read your composition to the class, and answer any questions from the class.

★ ★

Is there one completely happy character in the book? If so describe that you think are the reasons for his happiness. — John Muir JHS LA

How do the characters in the book suffer or prosper because of devotion to ideals or principles? How do they adjust to not always getting what they want?

biography book report

Banks, Petaluma

A three-part book report on a biography

I. ARTWORK: You are to make a collage depicting six (or more) of the major events in the life of your subject. Illustrations may be drawn or cut out of magazines. Example, a baby picture to illustrate birth. Be sure to include birth and death dates, since these place your subject in the context of his era. Highlight the name of your subject, the title of the book and the name of the author.

II. ORAL: Our subject is going to come to our class to speak about something near and dear to his heart, something he or she knows a lot about. It's your job to introduce your subject to us, giving some important highlights of his/her life as well as information that establishes your subject as an expert on the topic to be discussed. Prepare note cards for your speech. Practice at home. Be sure you are enthusiastic. A letter grade will be given for content, voice projection, and obvious practice and preparation.

III. WRITTEN: Write in paragraph form an introduction to your subject, telling us why he or she was important enough to be the subject of a biography. This should take at least two paragraphs. (Be sure to tell the title of the book and author in these introductory paragraphs). Then, turn on your imagination and write on at least three of the topics following:

1. You are preparing a meal for our subject. Which of the following would you serve and why. If none seem suitable, create a menu of your own which you think the subject would enjoy and explain why.
   a. Sirloin steak and baked potato
   b. Pheasant under glass with wine
   c. Sausage, pizza and beer
   d. Wheat germ and goat's milk
2. You want to give your subject a Christmas gift. Tell why your subject would like to receive the Christmas gift. Pick one from this list, or create another idea.
   a. A case of Cutty Sark Scotch
   b. 100 shares of IBM stock
   c. A bouquet of flowers
   d. A Winchester 101
3. Your celebrity is going to be guest of honor at a cocktail party. Choose three celebrity guests you think your subject would like to meet and tell why.
4. You are going to make a film about your subject. What kind of personality and character should the actor who portrays your subject have? Name a few actors who could play the part and tell why you chose them.
5. You have invited the subject to go with you to a rock concert. How would your subject dress? Describe your subject's reaction to the crowd and the music. How would others react to her/him? Tell why,

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EXTRA CREDIT BOOK REPORT IDEAS

Ellie Mooney, Petaluma

Write an imaginary meeting between two characters from different stories.

Is there a character similar to someone you know in real life? Describe, pointing out similarities

Explain the character to whom you are most similar

Write an imaginary dialogue between yourself and one of the characters

Write a scene from the story which didn't happen but could have

Write a poem from the point of view of one of the characters. The poem might express his ideas about things which happened in the book

Draw a comic strip version of a scene from the book. Represent characters realistically or use comic strip characters in their roles

Autobiography

THERE IS ONE BOOK WHICH ONLY YOU CAN WRITE° That is your autobiography. Begin it now, writing at least one chapter a week.

Make a suitable cover for your book. Include a title page and a table of contents. A dedication page is optional. Illustrate each chapter with original drawings, pictures, magazine illustrations, actual records.

The following topics are suggestions to start you thinking. You may not want to use all of them, but select any that fit into the story of your life. You may add other subjects if you wish.

Chapter I

An incident from the history of my family before my birth.

An incident which tested the character of my father and mother.

An interesting ancestor of mine.

How my family came to this community, state, country.

Chapter II

My first toy.
My earliest recollection.
My first punishment.
A bright saying or performance as infant.
My first day at school.

Chapter III

My brother or brothers.
My sister or sisters.
One being one of a large family.
On being an only child.

Chapter IV

Our home.
How I help at home.
The first money I ever earned.
How I earn money now.

Chapter V

My hobby.
My favorite sport, pastime, holiday.
The books I like best.
My pet or pets.

Chapter VI

My first appearance in public.
My first party.
My first date.

Chapter VII

The most interesting trip I've taken.
The most exciting moment of my life.
Milestones in my life so far.

Chapter VIII

My chum, my club, my gang.
The kind of girl or boy I admire.
Some older persons who have influenced me.

Chapter IX

A habit that I am trying to break.
A habit that I am trying to form.
My worst fault.
My chief virtue.
The thing of which I am most proud.

Chapter X

My most difficult study.
How and when I study.
My favorite study; why I like it.

Chapter XI

My future vocation or profession.
The preparation for my vocation.
Plans for the future.

Chapter XII

(School name)--what it has meant to me.
Schools I have attended.
A memorable incident or event at school.

Chapter XIII

What I consider an educated person.
Why I want to be an educated person.
How I plan to carry on my education in high school and college.
My idea of a successful person.
The kind of person I want to be.
My philosophy of life.

Chapter XIV

What I regard as the greatest happiness in the world.
What I regard as the greatest calamity.

Chapter XV

My plans for this summer.

who am I newspaper

JOURNALISM ASSIGNMENT: Patricia Clark, Berkeley

During the next few days you are going to work on a very special kind of newspaper --A newspaper of the self--YOURSELF
In this paper every story, cartoon, advertisement, and article will be about YOU. It is my hope that by doing this assignment you will have a chance to use journalism to discover your own interests, needs, resistances, and joys.

What to do--The paper will be long enough to fill up the front and back of one large piece of construction paper--all articles, cartoons, etc., should be written or drawn on white paper and then pasted on the construction paper in an orderly, interesting layout.

Your paper should have--

3 News stories of at least 4 paragraphs (begin with 5ws + how). Each story should be about you and something you did, said, experienced, or discovered--each must be true.

2 Cartoons (one in the form of a comic strip, one a single square cartoon). Both should be based on some part of your life that is true (family, school, group)

1 Editorial--write a minimum of 75 words telling and describing a resentment, appreciation, need for change, or gripe about yourself. It should be something you've done or about your beliefs.

3 Advertisements--a. A want-ad advertisement for yourself for sale or rent as a____ (you fill in the blank, friend, son, daughter, baby-sitter)--whatever you choose to put in should be what you see as one of the best parts of your personality.
b.An advertisement for a material object that you feel you must have in order to improve your personality. It can be a real object or a made-up one, a machine that makes you smarter, more beautiful, add'lose weight, etc.
c. A want-ad where you ask for a certain kind of person. This person should be someone who you feel can help you be happier. For example, a gentle, honest, smart girlfriend; a pair of warm, loving parents; a loyal companion, a patient teacher--you pick the kind of person you feel you need most and describe his/her qualities.

1 Fantasy article--everyone dreams of being something special in the future. Write a make-believe article (at least 75 words) telling about some famous or special person, what s/he did and why s/he is special. This person should be doing the thing you yourself would most like to do, best street hookey player, best poet, famous movie star, explorer, etc.

1 Interview with yourself--Make up 15 questions (none of which should be factual) and answer each.

1 Other article, drawing, cartoon, photograph, or item which tells something about yourself, your emotions, your values, your own ideas, sharing small craziness,etc.

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ORIGINAL NEWSPAPER ASSIGNMENT Arlene Casaw, Placentia

Have each student make an original newspaper. It should be hand-printed, with a four-column format, all stories and title should be original. Mount on poster board.
Newspaper must include the following emphases (1) general news (2) editorials (3) features (4) sports. Interspersed throughout may be original artwork used for ads, photographs, want ads, tv guide, etc.

take a Great Books trip

Mildred Lynch, Lennox

Gathering dust on the shelves of almost every high school library are the 54 volumes of the Great Books of the Western World, but for the past 10 years in at least one high school these volumes have provided a memorable experience for seniors in an Honors Humanities class. The texts are already bought, so your budget will not suffer, and once you have prepared the supplementary materials, you too can share in the intellectual excitement which your students will find as they meet such diverse thinkers as Aristotle, Plato, Augustine, Aquinas, Marx, and Freud.

Begin the journey with the paperback, Great Ideas from the Great Books. Each student should have his own book. This will be the only expense. My students prefer to buy their own. This provides a series of answers to questions directed to Dr. Mortimer Adler who, with Robert Hutchins, was instrumental in bringing about the publication of GBWW by Encyclopedia Britannica in 1952. The preface will introduce students to the 102 Great Ideas, from Angel to World, which comprise the thinking of western man from the ancient Greeks to the present.

To get them started, assign a few questions: What did Aristotle think about the place of women in society? Can war be eliminated? Of what importance is chance in human existence. What is the purpose of life? What about conformity? Students will find the summarized thinging from the Greeks to the present in the answers Dr. Adler gives to these previously published questions. This will whet the appetite of most students to pursue these ideas and take off on others.

The next step is to provide instruction in the use of the Syntopicon, the two-volume index to the Great Books. It is also wise to ditto parts of The Great Conversation (the prefatory volume) because it delineates so well the purpose of the volume and the aims of a truly liberal education.

Once the students are familiar with the Syntopicon, they must choose the idea which they wish to pursue for the next few weeks. They should work in groups because each idea is subdivided many times. Assign 4-5 students to a group, depending on size of class. Once the "great idea" has been chosen, the individual members must further divide their idea and determine each individual pursuit. Since there is only one Syntopicon, it is well to photograph the pages necessary for your students to begin their reading. Each will then have his own pages of the Index and can go directly to the Great Books to begin the search and the great conversation. Students must take notes as they read because an oral presentation must be made and an essay be written. They are tracing the thinking of man on one aspect of an idea from the ancient Greeks to the philosophers of the late 19th century, and a teacher will glean much joy from watching eager young minds begin to understand how universal and how modern is the thinking of the ancients and the medievalists. I have watched the birth of great interest in philosophy, theology, sociology, etc., and I have listened, years later, to the wonderful accounts of continued interest and pursuit--through college and beyond.

Your students will need at least two weeks of individual reading. At the end of that time, schedule the oral presentations, perhaps two groups a day. Each group should have a chairman who will introduce the topic and sum up at the end. Questions should be encouraged after each presentation.

My purpose in assigning the essay is two-fold: First, I firmly believe that writing should follow reading and thinking; second, the student should pull all the ends together by evaluating the experience for himself.

The entire project requires 4-5 weeks. It should be a concentrated effort; read in class every day; allow overnight checkout of books. Some students will go to the public library and check out what they need. Since the idea is traced down the ages, each student uses many of the books.

There are a few who frown at the thought of high school students tackling Aristotle, Cicero, et al--but I believe that we generally do not expect enough of our students. My ten year-experience with this particular unit has been as rewarding for me as it has been for my students. These "ideas" are their birthright and they deserve the opportunity to examine them.

ethics

A Capsule Survey — Lemley, College of Redwoods

How should one arrive at moral decisions? Here are a few suggestions drawn from the wisdom of many centuries. Choose one of these suggestions. Then plan and write an argumentative paper attacking or defending that idea. NOTE: Each of these speakers assumes that if you follow his advice, you will be doing right.

1. ARISTOTLE: Avoid extremes; in all actions, strive for the Golden Mean.
2. MOSES: Just follow these ten commandments.
3. BENTHAM: Do whatever will result in an increase in human happiness (greatest good of the greatest number)
4. THOREAU: Do whatever your private conscience demands.
5. EMERSON: Act in accordance with the Grand Plan revealed by nature.
6. HEFNER: Do whatever you want to as long as nobody gets hurt.
7. FERLINGHETTI: Whatever turns you on, baby.
8. FLETCHER: Make love your guiding principle; that is, base every act on real concern for others (situation ethics).

metaphor

writing assignment — Mikke Edwards, Nevada

"You know Franz Kafka? I don't mean, did you know him personally, I mean you know who he was? You know that story he writes where this fella wake up one mornin' and find out he turned into a bug? You know that story? That actually happen to me...

"You see, baby, what is euphemistically called life is actually just one big bug-house and you either gotta grow up tc be one a tham bugs or you gotta scurry. Know what I mean? Scurry. You stand still and you find yourself bein' squashed.

"We are all bugs. You, me. Everybody!...Just waitin' to be squashed...By bigger bugs."

Randall in William Hanley, Slow Dance on the Killing Ground

1. Discuss the above example.
2. Ask students to write an extended metaphor entitled "I am..." or "Man is..."
3. After they have completed step 2, ask them to turn their essays into poems. Suggest that they write free verse. I think you will find that their essays are already poetic. They will need some instructions on how to condense their writing and how to arrange their lines of poetry.

be the thing

a sample of personal analogy

MAKE A KIT. Take pictures from magazines, back them on cardboard, label them with questions that will cause students to be able to identify with the object or person.

e.g. You are the lid on this box. You have always wanted to release the contents of the box. Tell your story.

DIRECTIONS (for the front of your kit)

Take a card. Carefully read the label on the card. To BE THE THING you must pretend you are the thing. You must imagine how it would feel to be the thing and how you would act if you were the thing.

Sample: Be a fish in a small round aquarium. Describe how you feel

USING THE TELEPHONE BOOK (yellow pages)

Kathy Heath, Anaheim

1. What color is the index of the Yellow Pages?
2. Using the index, answer the following questions:
   a. Under what heading would you find the listing for your family doctor?
   b. On what pages would you find "Caterers?"
   c. On what page would you find your family dentist?
   d. On what page would you find an eye doctor (optometrist)?
   e. On what page would you find an animal doctor?

Solve the following problems. For each problem, list the name, address, city and phone number of the individual who can solve the problem.

3. Your Dad needs to have a wisdom tooth pulled. Find a dentist in your area who specializes in tooth extraction.
4. Your favorite horse is ill and it's two o'clock in the morning. Find an animal doctor in your area who can be reached day or night.
5. Your sister lost her contact lenses and wants you to set up an appointment for her with an optometrist for seven o'clock next Tuesday evening. Find a doctor who specializes in contact lenses and takes evening appointments and is close to home.
6. It's eleven o'clock in the evening and you've just come out of a theater near the ____Mall. You discover you've lost your car keys. Find a locksmith who makes emergency calls and is nearby.
7. It's Saturday and the water heater in your home has suddenly sprung a leak. You need a plumber fast, but you want one who won't charge extra for Saturday calls. Find one.
8. Your Dad has accepted a fabulous job in New York. It means not only moving, but also having some furniture stored for a time until your family buys a new home. Find the nearest mover who will store as well as transport your furniture when the time comes.
9. You're throwing a big surprise party for your parents' anniversary. You'll want to call in a caterer who will prepare and serve all the food. You especially love spaghetti so you'll want a caterer who specializes in Italian food.
10. Too bad! Some of the people at your anniversary party got too noisy and the neighbors called the police. You are being held for disorderly conduct, disturbing the peace, and resisting arrest. You need a lawyer. Find one near you.
11. A friend of the family is in _____hospital in ____suffering from appendicitis. You want to send flowers since you cannot go to visit. Find a florist near the hospital who will deliver the flowers for you.
12. For Christmas you are buying your favorite person a new ski jacket. You need to find a sporting goods store near you who specializes in ski equipment and is open evenings.
13. Your prize poodle needs grooming. Find a pet store which caters to poodles and their special needs.
14. You were riding your friend's Kawasaki when it blew a tire. Now you've got to buy a new one and fast. Find a dealer nearby who will solve this.
15. You want to see a movie after you've done your shopping in the _____mall, but you don't know what's playing. What number would you call?
16. You want to buy your mother a camel hair coat for her birthday. Find a department store in your area which might have what you want.
17. Your Zenith color tv suddenly went on the blink. You need a serviceman who knows that kind of set and will repair it in your home.

18. Your Datsun pickup just threw a rod. You need a specialist who can fix it for you. Find one close to home.
19. Now that your car is out of commission you'll have to take a taxi to school. Find one near your home.
20. You have to write a report on the African lion. Call the library near your home for the information.

USING THE TELEPHONE BOOK (White pages) Kathy Heath, Anaheim

Using the white pages of the telephone book, answer the following:
1. Look up the address and phone number (for your living area) of the following:
   a. Fire Dept. b. Police dept. C. Family doctor
2. Using the index on page 1'A answer the following questions:
   a. Where would you find zip code information?
   b. Where are the area code maps found?
   c. What number do you dial for time?
   d. Where would you find information on the different types of telephone calls?
   e. Where would you find information on listings?
3. List the seven different types of calls
4. a. Which type allows you to talk with several different persons in different places at the same time?
   b. Rates are highest for what type of call?
   c. Rates are lowest for what type of call?
   d. What numbers are free?
5. Using the area code map, find the area codes for the following:
   North Dakota, Alabama, Maine, Arizona, Nova Scotia, Oregon, Alaska, Carribean islands, Hawaii, Rhode Island
6. Using the page on "How to find listings" answer the following:
   a. What are key names?
   b. Where will you find listings for frequently called government office numbers?
   c. Under what listings would you find:
      Your local city hall?
      Your local animal shelter?
      R L Institute?
7. On the first page for the alphabetical listings you will find the abbreviations which are used for the cities in _____county. What are the abbreviations for:
   _____ _____ _____ _____ _____
8. What are the addresses and phone numbers for the following?
   _____ _____ _____ _____ _____ _____ _____

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A SAY ANYTHING BOOK. Collect unusual pictures from magazines. Paste them on paper. Put in a loose leaf binder. Kids use the book by making comments on the pictures. It's a kind of graffitti book. Can also be used for on-going written conversations.

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CRAZY MATH. Concoct your own math problems by substituting words for numbers.
1 man + 1 woman = something interesting
Jackie Gleason - 100 lbs. = Mission Impossible
Or do crazy math in story form, the "two trains leave Chicago at the same time" variety. from Tom Ogg, Nevada

Dictionary drill

Use only a dictionary to answer the following questions

1. How do you spell the plural of alga? the plural of valley?
2. What does the abbreviation P.M. stand for or mean?
3. Would a piece of jewelry be made out of plutonium or platinum?
4. Give a synonym for the word loquacious.
5. Where might you say the paternoster on Sundays?
6. If someone told you that you suffered from kleptomania, would you go to see a heart surgeon?
7. Would you go swimming in a hippodrome?
8. Would you like to earn a living by operating a jinrikisha?
9. What is spaghetti made out of?
10. What is the etymology of the word geyser?
11. How many feet are there in a rod?
12. In what year was Abraham Lincoln born?
13. In what two ways can bazaar be spelled?
14. Draw a picture of a lozenge.
15. What part of speech is varlet?
16. Find octagon. What two guidewords are found on that page?
17. Can you eat porgies?
18. Divide nasturtium into syllables.
19. To what animal is the okapi related?
20. How many meanings are there for "old maid?"
21. Would you use your olfactories to smell a rose?
22. If you were called a glutton, would you be flattered?
23. Write down the phonetic spelling of "cheeseburger."
24. Which is the preferred spelling, chetah or cheetah?
25. Where is the pronunciation key in this dictionary?
26. List three appendixes in this dictionary.

MINI-DICTIONARY Create your own

1. Pick a subject (anything of interest to you)
2. List 15 good words about your subject
3. Put them in alphabetical order, skipping 6 lines after each word.
4. Do these four things with each word
   a. Write the entry word darker as you would find it in the dictionary and mark where the syllables are divided the eay it is done in the dictionary (use guide words on each new page)
   b. Give the phonetic spelling in parenthesis
   c. Give the definition of the word as it fits your subject
   d. Write a sentence for the word as it fits your subject
5. Create an attractive title page for your dictionary (name, period, date, whatever else you need)

ALPHABET SENTENCES Arrange in alphabetical order Katy Brown, Broderick Ca.

them Eskimo return please finding messages dumb any clumsy big

Ben baby bubbles blue bites

ALPHABET SENTENCES
Arrange in alphabetical order

brings you instant a bargain joy to

Arrange in reverse alphabetical order

dangerously driven every break can engine apart

helps cotton applesauce before Hazel baking clothes
Horace hang colorful

Nora met Lou never Dora did

beautiful yellow fragile look glamorous roses

WAS PAUL REVERE PERFERVID? Kate Jamentz Aptos
A new word is introduced and underlined in a question about something with which the class is familiar (ex. Would Santa Claus were a parfait?) Students must give a yes or no response and explain why.
Questions with clear cut yes or no answers emphasize the precise definitions of words; in addition, where the response is less clear cut, questions may introduce an interesting discussion.
Examples:
1. Is Santa Claus obese? Why?
2. Was Rudolph a dastardly reindeer? Why?
3. Did Magellan have wanderlust? Why?
4. Would Cabrillo have sailed on a banshee? Why?
5. Could Paul Revere have carried a mausoleum on his ride? Why?
6. Did many Torys join the minute men to help fight against the British? Why?

After the kids have caught on to this, they enjoy making up their own quiz.

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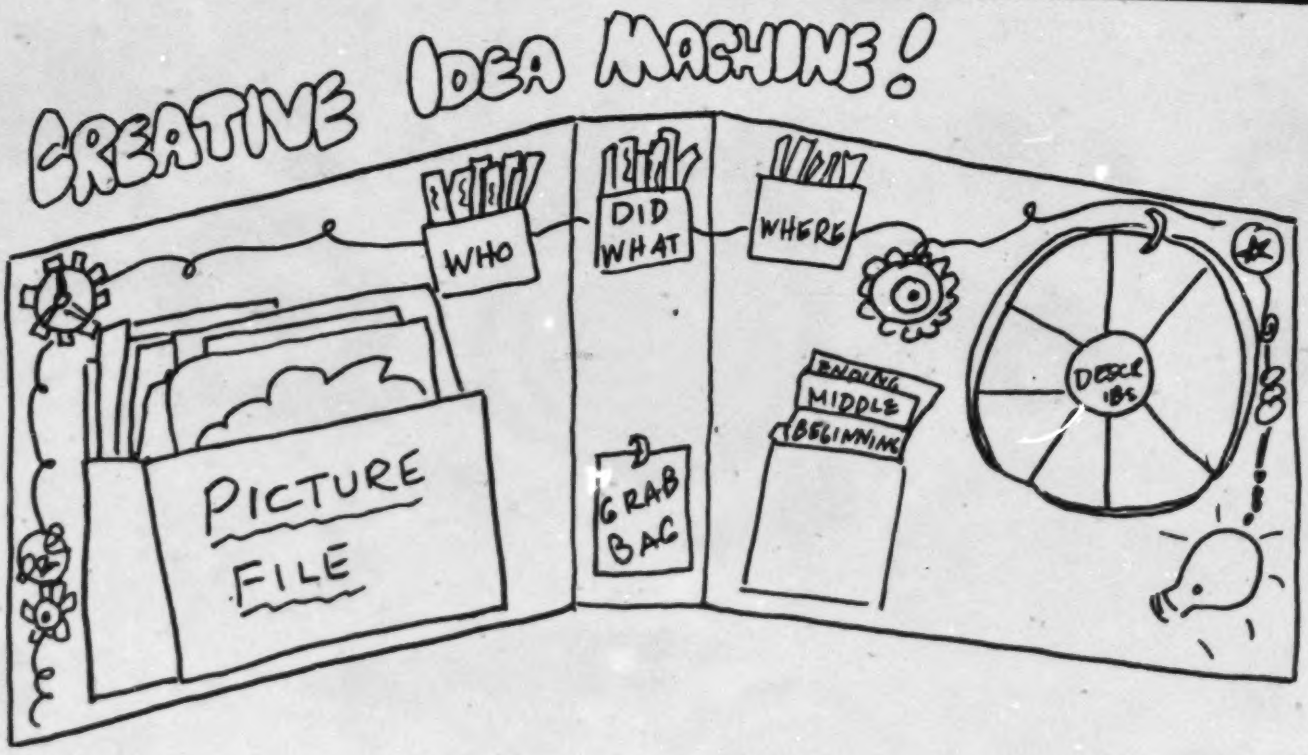
WIT OF THE WEEK Using the almanac Mike Gallups, Santa Ana

Which state....???

Is the largest is area?	Is the smallest in area?
Is the oldest in the Union?	Is the smallest in the Union?
Is the most bordered?	Is the least bordered?
Harbors the coldest spot?	Harbors the hottest spot?
Has the most northerly point?	Has the most southerly point?
Has the most easterly point?	Has the most westerly point?
Has the highest point?	Has the lowest point?
Has the highest population?	Has the lowest population?

Winner is the first student to hand in paper with all correct. Give prizes.



Karen Sachau, Capitola

A great creative writing center for almost any grade. It folds like a book to store on a shelf. Single students or teams may use it. Good for extra credit too!

PICTURE FILE: A contac covered Cheer box filled with picture cards. These can be commercial or made by mounting magazine cutouts. Use sports or unusual people, great for descriptive writing.

WHO DID WHAT WHERE Library pockets with oak tag strips. Examples-
Who--A saddlesore cowboy
A sunburned astronaut
Did what--Fell off a motorcycle
Danced the Irish jig
Where--In the haunted mansion
around the Safeway supermarket

GRAB BAG Small colored cards joined by a ring. These are single idea cards,
Example--The day I turned inside out,
Five times I remember crying,
Why roses are red...

BEGINNINGS MIDDLES ENDINGS
Three sections of colored cards joined by a ring. Example:
Beginning--Although Richard had never really wanted to fight, there was no way to avoid it now.
Middle--A hangman's noose, a Bible, a crowbar, a can of beer....
Ending--"We'll have to try to get along. We're the last twenty people on earth.

PIZZA WHEELS are oak tag wheels with spinner arrows in center. Can be "Describe" or "What would you do if" Put adjoining statements on outside of wheel.

GRAB BAG IDEAS Type or letter on cards, cover with clear Contact
If I hibernated...
If I hatched an egg...
If I could invent a
On my return trip from Mars I...
A desk and a chair discuss their hard day
Hiding in the tree by the sidewalk I saw...

couplet composing

Mary Black, Los Angeles

An easy poem to compose is the couplet. A couplet expresses a single unit of thought. It is usually written in iambic form (-/). The lines rhyme aa.
Assignment: Write a line to match each of the following. Keep the same verse pattern.

1. The clouds/ had veiled/ the sun (bun, done, fun, gun, none, one, pun, run, shun, spun, stun, ton, won, begun, outrun, undone)
2. I like/ to see/ the drops/ of rain (brain, cane, chain, drain, gain, grain, lain, sane, slain, vain, train, stain, strain, abstain, airplane)
3. A poem,/ a poem,/ I can/ not write (bite, blight, bright, cite, fight, flight, night, light, might, right, sight, trite, slight, spite, white, unite)
4. When spring/ comes breez/ ing in (been, bin, chin, din, fin, grin, kin, pin, skin, spin, thin, win, sin)
5. He ran/ away/ from home/ one day (bay, clay, day, gay, may, pay, play, pray, ray, say, slay, spray, stay, stray, sway, tray, way, astray, away, delay, betray, convey, decay, delay)
6. He bowed/ his head/ in shame (blame, came, claim, flame, fame, game, lame, tame, acclaim, became, defame, exclaim, proclaim, inflame, nickname, reclaim)
7. And now/ my heart/ is griev/ ing (cleaving, heaving, leaving, believing, achieving, weaving, bereaving, conceiving, receiving, relieving, retrieving)
8. When all/ around/ the snow/ is fall/ ing (calling, balling, squalling, stalling, appalling, installing, hauling)
9. He hob/ bled down/ the street (beat, cheat, heat, eat, feat, fleet, greet, neat, sleet, treat)
10. There was/ a boy/ named Bill (chill, drill, fill, ill, will, hill, mill, pill, shrill, skill, thrill)
11. This is/ the land/ of the free (me, three, tree, see, tea, we, be, fee, gee, glee, sea, lea)
12. The creep/ of death/ is like/ a thief (brief, chief, grief, leaf, reef, belief, relief)

hink-pinks

Teddi Baer, Bellvue, Wash.

Hink-pinks are one syllable Hinky-pinkys are two syllables Hinkity-pinkitys are three syllables. After you fill in the blanks make up some of your own. Can you think of a hink-a-pink-y?

I. naughty boy
albino evening
sapphire boot
cruel vegetable
honest fruit

II. fatter bug
hilarious cash
car tax
wet pet
crazy chimp

III. frightening preacher
rebellious laundry soap
ceramic gamble
upset in Cairo
frozen ten-speed

the language of deceit

David Burmester, Davis

1. Choose a particular advertising assumption (eg children are always cute) and see how often it crops up during an average week's tv viewing
2. Borrow an armed forces training film (check with your local recruiter) and try to determine what assumptions are implicit. Also check the film for possible deceptive uses of language. Does the narrator refer to an "enemy?" Who is the enemy?
3. Collect advertisements from magazines directed at special audiences (men, women, children, farmers, sports fans, etc.). How do the ads approach their intended audiences? Are there special assumptions made about special audiences? Do certain audiences attract politically-oriented advertisements?
4. Find ads for the same product in magazines geared to different audiences (ex. Esquire, Seventeen, Sports Illustrated, Newsweek, Vogue). Do the ads change their tone? Does the language change? Is there a different pitch depending on the audience?
5. Compile a "User's Guide to Euphemisms." Divide the class into research groups, each investigating a different area: politics and government, the military, the human body, the schools, etc.
6. Audiotape a tv commercial. Write a description of the visual content but keep it to yourself. How many people can describe the visual after hearing the audio?
7. Is the language of deceit intentional at higher echelons of government and the military or is it merely an occupational hazard?
8. What is the advertiser's view of America? Using magazine advertisements, construct a collage entitled "The Great American Dream." What is pictured in the collage? What is missing?
9. How is bias important in advertising? Spend some time on bias and its influence on people. Why do Japanese enjoy squid while most Americans blanch at the thought?
10. Product names are not chosen capriciously. Some are merely labels indicating use or nature of the product (Head and Shoulders, Cool Whip). Others seem to go beyond the labeling process to imply value or quality (Imperial Margarine, Zest). Collect the names of products to determine the motivation behind the naming process.
11. Produce a periodical newsletter evaluating local press and broadcast media. Don't restrict yourself to local media in all matters, however. The national media are more in need of criticism than all the journalism reviews together could possibly handle.
12. Suggest to your school newspaper that it incorporate a regular column dealing with the language of deceit.
13. Investigate the glut of products using the bicentennial as a sales booster. Write about the "buy-centennial" and its implications.
14. Film a commericàl for an idea or an ideal.
15. Listen to advertising, political speeches. Don't be taken in.

Find popular usages of the following and try to define them. They are either new. coined or made-up words.

mingles (n) cliometrician (n) detente (n) ambience (n) subliminal (n)
charisma (n,a) ambivalent (n) felevant (n,a) viable (n,a) fakelore (n)
chutzpah (n) chairperson (n) visceral (n) slanguage (n) zoo-perintendent (n)
agribarons (n) stagflation (n) doublespeak (n) kniw-picking (n) stonewall it (v)

proems

Read the composite below. Think about the kind of feelings it expresses. Think about what the student does with the words (capitalizing, runtogethers, etc) Then write one of your own

school SCHOOL school SCHOOL school SCHOOL school SCHOOL
!!!

Bible as lit

Old Testament review Anita Bergh, Fremont

Major persons, places, and events and where they can be found in the O.T. Please complete the following chart:

PERSON	PLACE	EVENT	BOOK	CHAPTER
God	World	Creation	Genesis	1
_____	_____	Temptation and fall	""	_____
_____	Mesopotamia	Cain kills his brother	""	_____
Noah & Ark	""	_____	""	_____
_____	Sodom/Gomorrah	_____	""	_____
_____	_____	_____	Genesis	22:1-19
_____	_____	Tricks Esau out of blessing	""	_____
Joseph	_____	Interprets Pharaoh's dream	""	_____
Moses	_____	_____	Exodus	_____
_____	_____	_____	""	20: 1-17
_____	Jericho	_____	_____	_____
Gideon	Isreal	Routed the Medianites	_____	_____
_____	_____	Brings down Philistine court	_____	_____
_____	_____	_____	I Samuel	8:6-10
_____	_____	_____	""	16:13-14
_____	_____	Brings Ark to Jerusalem	_____	_____
_____	_____	Has temple built	Kings	_____
Elijah	_____	_____	""	18:21;41
Amos	_____	Plumbline	_____	_____
_____	Judah	_____	Isaiah	6
Jeremiah	Judah	_____	Jeremiah	18:
_____	Babylon	Shaves off his hair	_____	_____
_____	_____	Rebuilds the temple	_____	_____
_____	_____	The Lion's den	_____	_____
_____	Ninevah	_____	_____	4

Bible as lit

Anita Bergh, Fremont

Write in an example of each type of writing using the words from the list at the bottom of the page

TYPES OF LITERATURE

TYPE	DESCRIPTION OF TERM	EXAMPLE
Myth	a traditional story that expresses man's attitudes or beliefs	
Law	a rule established by authority, society, or custom	
Fiction	a story not necessarily based on fact	
Poetry	literature written with rhythm, verse, sense of experience	
Lyrical Poetry	poetic literature that is often emotional and can be accompanied by music and/or follow musical patterns	
Prophecy	prediction; divinely inspired	
Wise Saying	truth based on the fear of God	
History	record of past events	
Allegory	a story where the superficial events parallel a deeper meaning	
Symbol	a picture, description, or story that represents something else	
Play	a dramatic performance	
Acrostic	a poem or series of lines where the first letter is alphabetically ordered	
Metaphor	a comparison where the object being described is given the qualities of another object	
Simile	where two essentially unlike things are compared; uses connectors "like" or "as"	
Fable	a story that edifies or cautions the reader; often uses animals that talk and act like humans; (here it is trees)	
Personification	natural objects made to speak or act like humans	
Apocalypse	reveals the future by looking into the past, written in time of strife, often in code	

Psalms, Job, Ezekiel :The Eagle and the Cedar, Ecclesiastes 12: Old age, creation, proverbs, Lamentations, Proverb 11:22, Daniel, Jonah, 10 Commandments, Ezekiel: shaved his hair, divided into 3 parts, Serpent in garden, Exodus 14:21, Deborah: Judges Ch. 5, Abemelech--Judges 9:18, Jeremiah

After a study of T.S. Eliot's "The Hollow Men," have each student construct a collage depicting what he/she thinks epitomizes the spirit of the 20th Century "Hollow Man."

Possibilities include a silhouette of a person's head filled in with pictures or a silhouette left hollow with pictures collaged around the head representing the influences of 20th century society which surround us all.

Another possibility could involve the entire class in one project of making a larger collage covering an entire section of bulletin board .

Pamela Vaughan, Princeton

composition check

Your paper
- focuses on a controlling idea
- ✓ mentions the controlling idea but does not focus on it
- awkwardly states the controlling idea
- has no controlling idea, no direction
- consists of primarily plot summary

Your discussion of characters
- shows great depth and sensitivity
- ✓ shows some understanding
- lacks depth, is superficial
- is confusing; you make statements for which there is no supporting evidence in the literature

Your use of specific evidence to support your ideas
- shows maturity; your ideas are supported by strong, specific evidence
- generally works, although you need to develop your ideas more fully with concrete details and specific examples
- is lacking; your paper is all generalizations with no supporting evidence

The structure of your paper is
- logical, therefore easy to follow, reflecting sound planning
- in need of strengthening because the order does not flow logically
- weak because there is no logical pattern to your paper

Your transitions between sentences and paragraphs are
- used effectively adequate
- lacking; your paper does not move smoothly from one idea to the next

Your choice of words is
- specific, precise, and discriminating
- general and efficient, does an adequate job
- vague and awkward at times
- excessively wordy repetitious
- incorrect at times; you are misusing certain words and phrases

Your individual paragraphs are developed
- logically because each has a controlling idea emphasizing your most important idea
- inconsistently because not all have controlling ideas, or because some important ideas are not fully developed
- weakly because they are not focused on a controlling idea (See para #)

Your sentence structure
- is clear and concise
- is awkward at times, obscuring meaning and wasting words
- contains so many awkward and confusing statements that it is difficult for the reader to understand you (See para #)

Some specific areas where you need to improve are
- spelling
- in the correct use of commas
- in joining sentences correctly, avoiding run-ons and fragments
- in joining several short, simple sentences together to form more complex, mature ones
- in avoiding the overuse of words such as "really,""truly," and "very"
- in eliminating all expressions such as " I Think," "I feel," "it seems," "in my opinion," and "a lot of," "sort of" from your essay writing
- in selecting the correct words to express your ideas
- in avoiding the use of slang expressions in formal essay writing
- in using the same verb tense throughout your paper
- in writing an effective introduction or conclusion

in carefully proofreading your work, eliminating careless errors, unnecessary words, phrases, sentences, and clarifying awkward,confusing passages

evaluation

Kathleen Markovich, Fresno

The purpose of this evaluation is to help me as a teacher. Do not sign your name. Please be honest. Read each statement, then circle the response that most clearly describes your feelings.

1. The general classroom atmosphere was: too relaxed, about right, too structured.
2. The work load for this class was: too heavy, about right, too light.
3. The assignments were: too difficult, about right, too easy.
4. The assignments were clear: always, sometimes, never.
5. The students had freedom to make choices on assignments: always, sometimes, never.
6. This course helped me improve my: reading, writing, ability to discuss, ability to listen.
7. The practice of rewriting papers: helped me, didn't help me, I didn't rewrite them.
8. Going over my paper with the teacher: helped me, didn't help me.
9. The teacher was: too strict, about right, not strict enough.
10. The teacher: encouraged students to give opinions, did not encourage students to give opinions.
11. The teacher: listened to student opinions, didn't listen to student opinions.
12. The teacher: showed favoritism toward certain students, did not show favoritism
13. The teacher's method of grading was: too difficult, about right, too easy.
14. The teacher seemed organized: always, sometimes, never,
15. Considering everything, I would grade the teacher: A,B,C,D,F.
16. In this class, I have learned: a lot, something, very little, nothing.
17. This class was generally: interesting, all right, boring.
18. The teacher: helped students who had problems, didn't help students who had problems.

Complete the following statements about this class

1. If a friend asked me about this class, I would say
2. If my parents asked me about this class, I would say
3. When I think about this class, I
4. If someone asked me what I had learned in this class, I would say
5. If I could change this class, I would
6. Mrs. Markovich thinks a good student is one who
7. Mrs. Markovich thinks this class should
8. Mrs. Markovich....-.

GOOD GUY/ BAD GUY

Joey Thompson, Newhall

Directions: Create an evil character on one side of your paper, and a good character on the other. In () is the approximate number of words you need to use for your fill in. (p) means phrase. DO NOT CHANGE ANY OF THE WORDS ALREADY THERE. Think carefully, take your time, and see how "real bad" and "real good" you can make your characters.

physical appearance

He stood (3)_____and his shoulders (p)_____.

His (2)_____nose and (2)_____eyes seemed to give him a (p)_____.

others' reaction to or treatment of character

I happened to be watching him as he (p)_____into the room, and then became so interested that I could not look away. The chatter in the room stopped as he (p)_____the center of the room where his table was. Slowly the noise started up again, and it was obvious that all conversation was now centered on the (2)_____stranger. The crowd sensed the (2)_____ of this man, and became (2)_____in his presence. He sat (2)_____ _____in his chair. His face never (2)_____from the (2)_____ _____. When he spoke, his words sounded as (2)_____as his face looked. He signaled the waitress by (p)_____. His order was given as a (2)_____rather than as a_____. The young waitress" hand shook as she set his order before him. Some water spilled onto the table from her nervous hands.

speech, actions

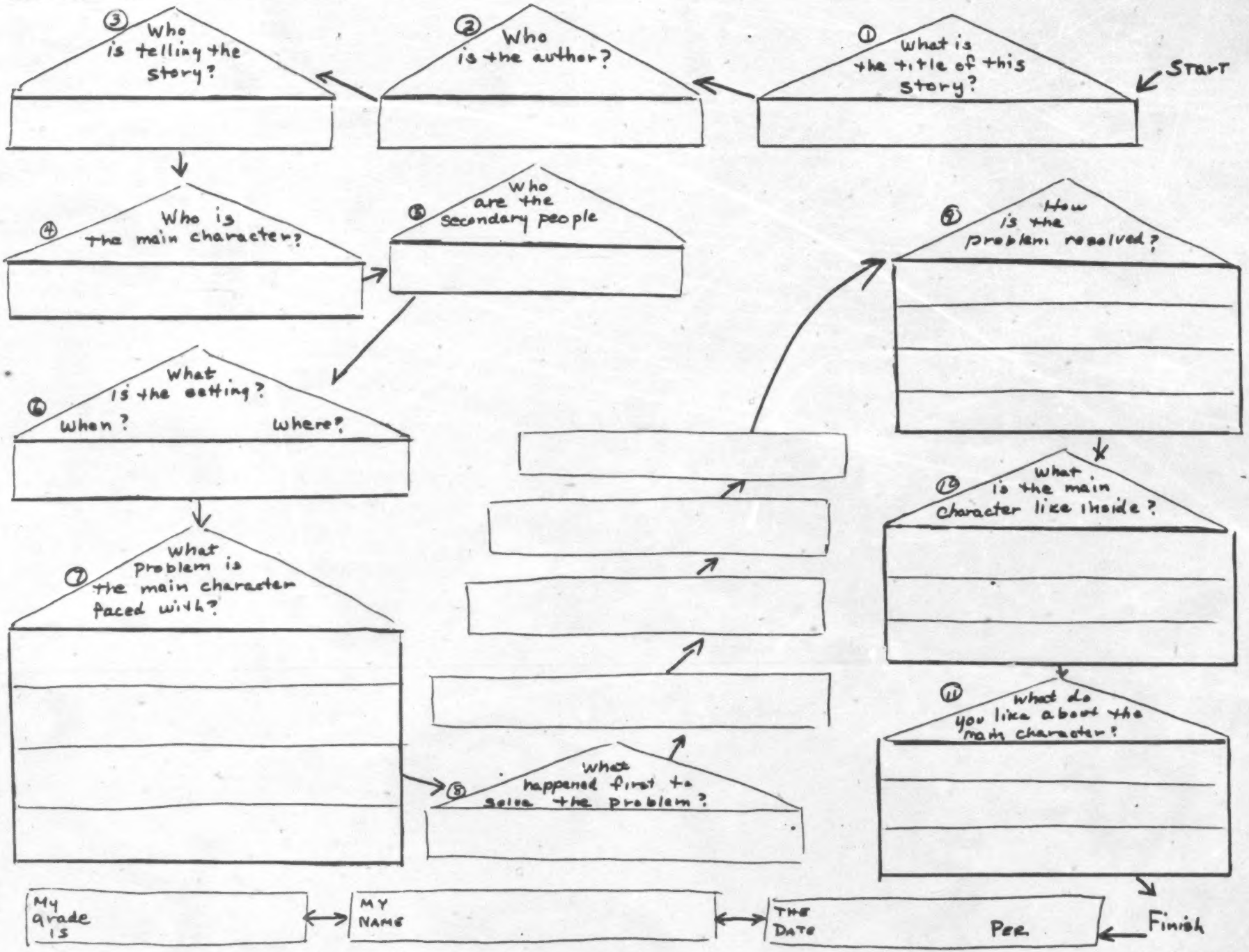
(p)"_____,"he (2)_____.

(p)"_____."

The room once more became silent. The unspoken (2)_____ toward this man lingered in the air. Apparently unfazed, the man (p)_____ _____. (2)_____he thought, (p)_____.

inner thoughts and feelings

(p)_____he sighed inwardly, (p)_____ _____.


① What is the title of this story?
START
② Who is the author?
③ Who is telling the story?
④ Who is the main character?
⑤ Who are the secondary people
⑥ What is the setting?
When?
Where?
⑦ What problem is the main character faced with?
⑧ What happened first to solve the problem?
⑨ How is the problem resolved?
⑩ What is the main character like inside?
⑪ What do you like about the main character?
My grade is
MY NAME
THE DATE
Per.
Finish